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knowledge for my dreams

The Way towards Ethical Education - Good Practices in the Education of Refugees and Migrants

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knowledge for my dreams

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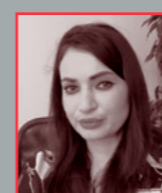
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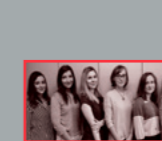
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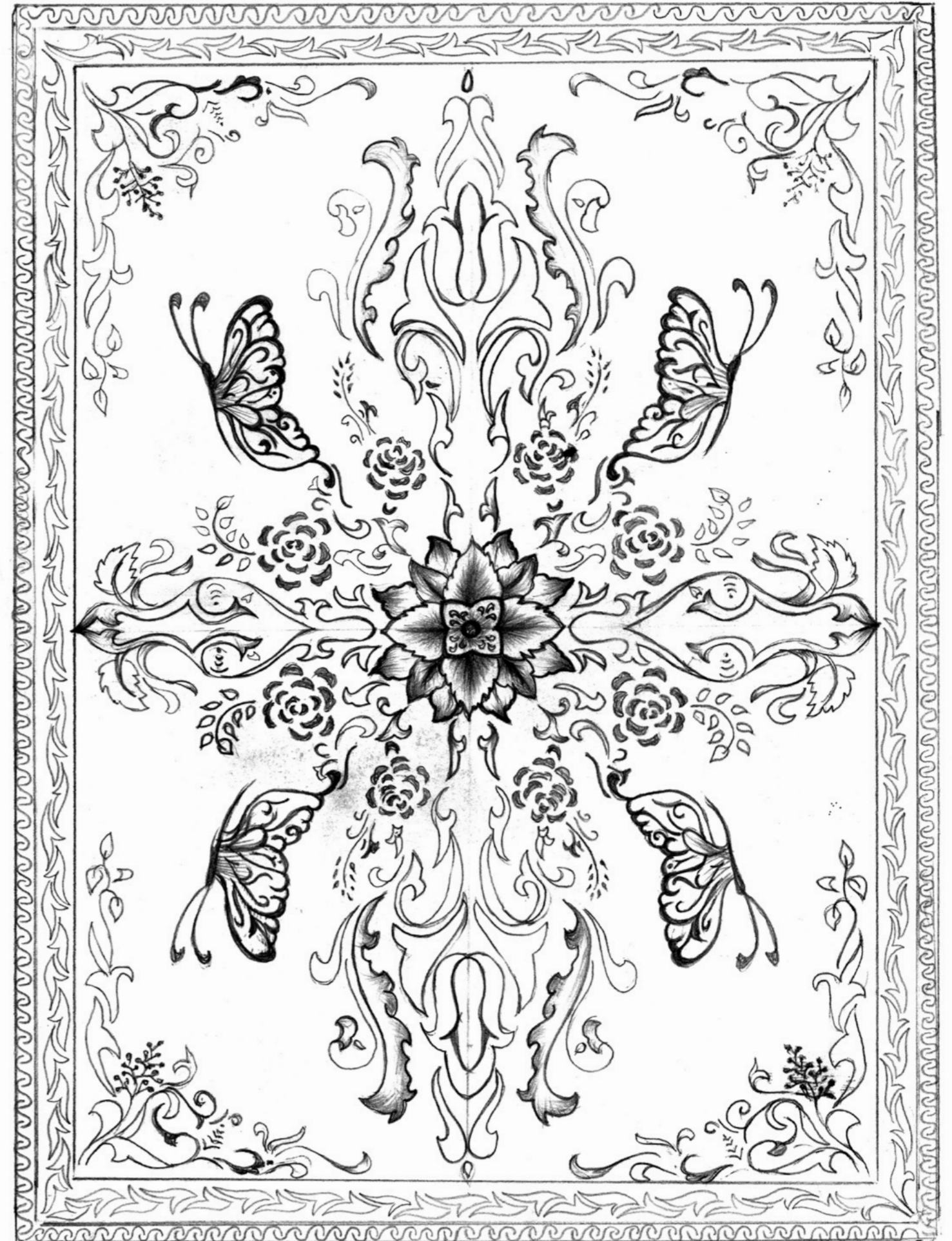
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>>DREAMS



Dear readers,

The migrant crisis has held up a mirror to European society. A million and a half refugees arriving on the soil of a Europe with 500 million people have relativized notions such as solidarity, humanity and responsibility. Personal tragedies, human trafficking and thousands of missing children have become everyday news that can barely attract the attention of individual people. Fear, intolerance and xenophobia have increased. At the beginning of the 21st century, the European Union is experiencing a major crisis, struggling to control the weakness of its own policies and institutions, to revive its own strategic interest in peace and co-living and to bring the volatile conditions in the region under control.

A migration crisis has no winners; there are only people fighting for survival; there are politicians responsible for their lives, for the bodies in the Mediterranean, for the missing and raped women and children, for the victims of smugglers.

When I visited refugee centers in Macedonia, Greece, Turkey and Lebanon and listened to the horrifying stories of people awaiting an uncertain fate, I too often felt desperate. I was overcome with a feeling of helplessness because of the war, violence and poverty for which we Europeans are partly to blame because of our participation in the struggle for oil, water or domination. I was particularly moved by the situation in Lebanon, a country of four million with the highest per capita percentage of refugees in the world: the country has been affected by a wave of almost two million refugees, mostly Syrians and Palestinians.

Europe is a continent of migrations, and as long as wars rage and violence and poverty exist, people will seek shelter elsewhere. And not even the highest fence will prevent them from doing so. They can only be stopped by a concerted effort of the entire international community to help improve the situation in the crisis areas and eliminate the reasons for migration. In the meantime, let us work hard and together, so that the newcomers on European soil can be given a decent existence. Slovenians have proven in the past that we know how to help. Let us set an example with a humane, open and tolerant policy that will protect human rights and build a modern and progressive European society through successful integration projects.

Let us first take care of the children, who are not responsible for the volatile world in which we live. Let us offer them our hands and the best we have, so that they can remain children for as long as possible. For them, we do not want the world of adults to become corrupt and disintegrate too soon. Children are the future of our world.

The book in your hands is an attempt to bring closer to the reader the stories of migrant children and refugees, who often retain playfulness despite living in the street, in poverty and without schooling. This is that same playfulness we see in our children. This book comprises papers by experts from various parts of the world who have knowledge and experience with inclusion of children in the education system and society. The book reveals that children are just children everywhere and deserve the same opportunities, regardless of their residence.

Let the book inspire you with power and energy, as people's stories inspired me, so that we can have a better tomorrow.

Tanja Fajon

Member of the European Parliament

I Will Keep Dreaming

Abdul Rhman Mawas, 17, was in math class when a bomb struck the building next to his school in Yabroud, Syria. He escaped the school just before it, too, was struck, crumbling to the ground before his eyes.

“After that, was no chance for anyone to return to school again,” Abdul said. “It was a very tragic and sad day for everyone – for the students and the teachers.”

Like for many Syrian youths, the war that has torn apart Abdul's homeland has also thrown his education into limbo. His family resettled in Bekaa Valley in Lebanon, and he now attends classes at a school run by the Multi Aid Programs (MAPs), a non-governmental humanitarian organization. It is there that he and other young refugees formed a robotics squad called Hope for Syria and helped build a robot they named Robogee, a mash-up of “robot” and “refugee”.

The eight-member Hope for Syria squad scored well enough at a national competition in Beirut to earn a spot at the international robotics competition VEX Worlds in Louisville (Texas), becoming the first Syrian team to make it to the international phase.

Only Abdul and one other team member, 18-year-old **Mohammad Mamdouh Kheshfeh**, could get visas to attend the competition, and they faced teams with far more experience and resources.

Nevertheless, the Robogee, which picks up balls and throws them into nets, won the HOPE team the coveted Judge's Award.

Abdul and Mohammad hope the “success of their robotics team will inspire other Syrian refugee youths” who are facing “long odds in their pursuit of education”.

Some 300,000 refugee children in Lebanon receive no schooling at all.

“It's part of my dream to continue my education in the United States,” said Mohammad, who missed three years of school after fleeing the Damascus suburb of Daraya and wants to be a mechanical engineer. *“Syrians do need education and do want to continue their education and do productive things.”*

Abdul wants to earn a PhD at an American university and become a software engineer for Microsoft.

“My limit is the sky,” he said, “and I will keep dreaming.”

(Adapted from the article “Robotics squad, made up of Syrian refugees, competes on the world stage,” by Moriah Balingit, Washington Post, 29 April 2016)

By coincidence, on the day of release of the above article in the United States, I happened to visit the MAPs centre in the Bekaa valley near the Lebanese Syrian border, which (among other things) provides education for refugees, and talked to Abdul's and Mohammad's classmates. I also spoke with pupils in ‘container schools’ in the Syrian refugee camps. Moreover, I had the chance to visit Palestinian schoolchildren from Syria in the Shatila refugee camp in Beirut and the Palestinian learning centre near Sidon. I saw many pairs of children's eyes and heard many personal stories (some can be found at the end of this book), each differently tragic, yet all very similar in their testimony that children have dreams. And children crave knowledge.

Speaking with them hardly leaves you indifferent. With each one of them, I could sense the growing awareness that they need sympathy rather than pity. They need support to become stronger rather than commiseration. They need skills that will enable them to make their dreams come true.

Their dreams are neither unattainable nor delusional. What is delusional is the sense of superiority of those individuals who are not aware that the Earth was initially settled as a result of migration. We are all descendants of nomads, travellers, migrants and refugees. And we can very quickly become such again.

Knowledge and dreams are the world's universal weapons. If we were willing and able to share them with all and at only a thousandth of the speed at which in this same world machine guns rumble and financial profits jingle, this book would never have been written. Since it has, my wish is for it to find its way to all who work with migrant and refugee children and to all who have open ears and a desire to make our society better.

Maja Kezunović Krašek

Editor, Assistant to Tanja Fajon, MEP

The publication *Working Towards an Open and Inclusive Ethos in Education - Good Practices in Education for Refugees* started out as the proceedings of the International Conference held in Rogaška Slatina on 12 January 2017 and grew into the book *Knowledge for My Dreams*, in which it is hoped that the reader will find more than just a series of specialised texts.

The texts were contributed by professionals who, in various ways, engage in the education of refugees and migrants and originate from countries heavily affected by the refugee flow. Their views are complemented by conference presentations about good practice by Slovenian teachers, posted on the website www.tanja-fajon.si.

The refugees' impressions at the end of the book are based on interviews with refugee children and teachers in Lebanon in April and October 2016..

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- *I am particularly grateful to my boss Tanja Fajon, who for many years has supported my thoughts and ideas with understanding and breadth of mind, and to my colleagues Ajda Žižek, Milica Kotur and Jure Tanko, whom I couldn't do without;*
- *I sincerely thank Majda Naji, professional reviewer and promoter of the conference for her incentives to my work, and her husband Jamal for his assistance with advice on the Arab world;*
- *My thanks also go to Anwar Kawtharani, Dean of the School of Education at the Lebanese International University (LIU), who is carrying out a pilot project of education of Syrian and Palestinian teachers to support Syrian and Palestinian refugees, for his professional and organisational assistance during visits to Lebanon.*

>>DREAMS



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1986, Syrian. English Language Teaching (ELT), M.A. and an MBA student at the Lebanese International University (LIU) Education Program Manager of EPL, a program of MAPs, Lebanon.
He worked as a teacher of English, then with several local and international NGOs during the Syrian crisis in Syria and Lebanon and was an Education Officer for Kuwaiti Charitable Schools for about two years.

FROM SYRIANS TO SYRIANS

>>SUMMARY

The number of civilians who fled Syria and crossed the borders to Lebanon had increased remarkably. Supporting the Syrian community by any means possible became a must, not only for the future of Syria, but for the future of the host community, as well. Syrian volunteers who were dedicated and self-motivated to do something for their own community created an organized body Multi-Aid Programs (MAPs) to implement directly the aid programs.

The quality of services provided, whether educational, medical, humanitarian, or developmental led to many success stories for both the beneficiaries and the staff, which had a great impact on the picture of Syrians in Bekaa.

Key words: programs, education, community service, health, relief, success

>>KEY WORDS

programi, izobraževanje, vzgoja, podpora, skupnost, uspeh

I. MAP

One year after the beginning of the Syrian uprising, the number of civilians who fled the country and crossed the borders to Lebanon had increased remarkably. A “MAP” team was created and started working on a comprehensive database for Syrian refugees in the Bekaa Governorate, which had the highest number of registered Syrian population in the neighboring country, Lebanon. “MAP” members were all Syrian volunteers who were dedicated and self-motivated to do something for their own community. Six months later, MAP team members managed to establish a database which included information about 50,000 families in almost all areas of Bekaa. In spite of the intervention of many local and international organizations, it was clear that the situation of those families was worsening.

II. INTERFERENCE

Referrals and sharing of the database with local and regional stakeholders proved unsatisfactory for the team. After having the needed database, and given the necessity for and the rapid increase of fierce fighting inside Syria, the number of refugees consequently increased. Supporting the Syrian community by any means possible became a must, not only for the future of Syria, but for the future of the host community, as well.

III. MULTI-AID PROGRAMS (MAPs)

Instead of being a data collector, the innovators decided to shift to another level and created an organized body to implement the projects directly. Four implementation programs were established under the name of Multi-Aid Programs (MAPs).

a. Education Program in Lebanon (EPL),

the educational implementing body of MAPs with the following objectives:

- Increasing the access of Syrian refugee children to learning opportunities
- Empowering Syrian teachers' competency and enhancing their capacity and effectiveness.
- Ensuring equality, openness, neutrality and monitoring.
- Providing the least possible and suitable shelter, health care and financial support for refugees in Lebanon.
- Reduce the immigration rate of Syrians to Europe by creating a better living atmosphere in the host country.

» 250,000 of Syrian refugee children lack access to any formal or informal schooling. «

Why education?

- 1.1 million Syrians were registered in Lebanon, which is considered the highest rate in the world when compared to the total number of the host community. Half of these are school- age children (UNHCR)
- 250,000 of those children lack access to any formal or informal schooling (HRW)
- 70% of Syrian families in Lebanon are vulnerable (VASyR, WFP Report #9) and can't afford to enrol in private schools.
- 155,000 have enrolled in formal Lebanese schooling in the 2015-2016 academic year (MEHE, Nov, 2015), while there was no capacity for more students.
- Early working age capacity limitations, transportation fees, early marriages, and many other reasons lay behind their inability to continue education.

» Million Syrians were registered in Lebanon, which is considered the highest rate in the world when compared to the total number of the host community. Half of these are school- age children. «

What have we accomplished so far?

1. Academic year 2013-2014:

Total # of beneficiaries: 1200 Syrian students

2. Academic year 2014-2015 :

Total # of beneficiaries: 2000 Syrian students

3. Academic year 2015-2016:

Total # of beneficiaries: 3000 Syrian students

4. Academic year 2016-2017

“Al-Amal Teaching Centers” winter project: We're planning to add new teaching centers and reach 5000 beneficiaries.

» 70% of Syrian families in Lebanon are vulnerable and can't afford to enrol in private schools. «

b. Continuing Education and Community Service program (CECS),

the capacity building implementation body of MAPs

The CECS program aims to help Syrian refugees in various sectors to become capable of supporting and rebuilding the Syrian community on their return to Syria, and it is framed with a range of training programs that aim to enable forming quality kernel for initiating a real change within the Syrian community.

- Creativity Stimulation Program (CSP): Aimed at stimulating methods of thinking in a creative manner to help develop a way to resolve problems and develop solutions, and take advantage of the experimental examples of others.

- Languages: Mastering languages helps people increase knowledge, to communicate with others, and to benefit from the experiences of other communities. * All levels of English Language. * Specialization course in conversation.
- Painting Development of the aesthetic sense helps to discharge anger, express feelings and facilitate communication. * Little painter. * Talented painter.
- Applied Sciences: Provides a scientific and realistic way to understand material and innovation in later stages. * Discover Sciences. * Little Inventor.
- Computer Science: Provide basic tools for acquiring IT knowledge and for applying it in production in various fields of life in order to improve living conditions. * International Computer Driving Licence (ICDL). * Computer for Children. * Computer Maintenance (A+). * Adobe Photoshop. * Little Programmer. * Robotics.
- Vocational and Handcrafts: Provide basic means and tools to improve living conditions. * Design and fashion sewing fashion. * Mobile phone Maintenance. * Home equipment Maintenance. * Electronics.
- Business management: To gain administrative skills. * Leadership. * Project Management Professional (PMP). * Reports Preparation.

c. Health Program in Lebanon (HPL),

the medical implementation body of MAPs

- Working on raising the Health Care quality among Syrian refugees in Lebanon at all levels: Institutions, staff, and services provided
- Providing Solutions and suggesting applicable mechanisms through preparing scientific studies based on outreach statistics.
- Working on developing the skills of Syrian medical staff and finding legal and appropriate job opportunities for them.
- Cooperating with Lebanese government organizations.

Our Projects at HPL:

- Primary Healthcare, including: Internal medicine, Pediatrics, Obstetrics and Gynecology, Dentistry, Orthopedics, General Surgery, ENT, Nephrology, Urology, Dermatology, Ophthalmology, emergency clinic, Echo cardiograph, Echography with Doppler, X Ray, Mammography, Breast disease clinic, Laboratory, Pharmacy with 6500 average monthly beneficiaries
- Secondary Healthcare, with a total of 3162 beneficiaries
- Tertiary healthcare: where we do 35 physiotherapy sessions per day at the advanced Physiotherapy Center
- Missions and Campaigns: so far, 4000 have benefited from the campaigns launched from universities and specialists from all over the world.

» MAPs programs aim to help Syrian refugees in various sectors to become capable of supporting and rebuilding the Syrian community on their return to Syria. «

d. Relief Program in Lebanon (RPL)

This program has a major role in helping the Syrian refugees who are affected by the crisis to overcome difficulties as soon as possible by addressing the basic needs of the largest possible number of Syrian refugees, with an insistence on the quality of the outreach, delivery and service. With its several partnerships with international donors, RPL has implemented tens of direct response projects, the last of which was the “Thermal Insulation” project with QRCS, which ended after having insulated 4000 tents in Bekaa.

» Being Syrians and being refugees ourselves made our mission more difficult and complicated, but “nothing was impossible”. Changing lives was not our sole goal: breaking the stereotyping of refugees all over the world was one of most important priorities for our team. «

IV. SUCCESS STORIES OF THE MAPS SYRIAN INITIATIVE

Being Syrians and being refugees ourselves made our mission more difficult and complicated, but “nothing was impossible”. Changing lives was not our sole goal: breaking the stereotyping of refugees all over the world was one of most important priorities for our team. The quality of services provided, whether educational, medical, humanitarian, or developmental led to many success stories for both the beneficiaries and the staff, which had a great impact on the picture of Syrians in Bekaa. Our “Hope of Syria” team won first place in the VEX Robotics competition at the American University of Beirut and won the Judges’ Award at the Kentucky VEX International Competition in the U.S. Additionally, Aya, an 11 year old student at the Al-Amal Teaching Center in Aarsal won first place in the “I Write Happiness instead of Sadness” National literary competition that was organized by the Kuwaiti Ministry of Information.

Besides having many partnerships with local and international partners in all of the above mentioned fields, MAPs was approved as a peace-building organization by the Peace Direct Institution. Additionally, all of our staff members have been granted short-term or long-term scholarships at local universities and training providers and have achieved great success in self-development and capacity building. By achieving their potential in Lebanon, just a few kilometers from Syria, the rate is decreasing of academic certificates holders in Bekaa, Lebanon who are trying to seek asylum and resettlement. Hoping for more achievements, the organization is now working on developing the capacity of its staff, adapting to the growing needs in all sectors, and meeting international standards with ongoing assessment by local and international consultants. Luckily, the teachers, nurses and other staff members at MAPs are now more skilled and professional. Hopefully, we will be able to return to Syria together and play an important role in the rebuilding process in all sectors.

Anita Amon, Karmen Gavez, Renata Javornik, Nina Kozinc, Anja Kragolnik and Meta Lavrič; research mentor: Assistant Professor Bojan Musil, PhD



We are Anita Amon, Karmen Gavez, Renata Javornik, Nina Kozinc, Anja Kragolnik and Meta Lavrič. We are all 2nd year MA students of Psychology at the Faculty of Arts, University of Maribor. In addition to being in the same year, we came together in order to conduct research and actively engage in current social issues. The 1st year course in Applied Social Psychology allowed us to express our interest in the framework of our study program. The idea for the study was developed together with our professor and mentor Assistant Professor Bojan Musil, PhD, who directed us in applying the science psychology in relation to the refugee crisis. Research findings were presented at the Faculty of Arts International Summer School at the University of Maribor, whose title was "Aspects of Migration: Historical and Current". In addition, we participated in the student section of the 7th Slovenian International Congress of Psychologists, and a summary of our study has been published in the journal *Psihološka obzorja*.

>>SUMMARY

THE ROLE OF THE MEDIA IN SHAPING THE ATTITUDE TOWARDS REFUGEES

NVivo software was used to conduct a qualitative analysis of three Slovenian news portals between 22 October 2015 and 5 November 2015: MMC RTV Slovenia, Planet Siol.net and 24ur.com. News related to the refugee crisis was monitored on these portals. The news mostly focused on the international political situation (e.g., problems at the EU level, conflicts with Croatia); many reports were about children and refugees as victims. Implicit in the language use were frequent warnings about the lack of control, panic about and massive proportions of the crisis. Reports about cultural or religious views were relatively scarce. The Facebook page "Slovenia Protect Your Borders" was also analysed in the same period; the focus here was on what concerned people the most regarding the refugee crisis, the attitude of the media and their reports on these topics. Prevalent in the commentaries was skepticism about Slovenian politics, the fear that Slovenia was endangered, as well as doubt about the reliability of media reports. These findings were used to compile a survey, and the error-choice method was used in order to indirectly determine people's attitudes towards the refugees. In addition, a social distance scale was included in the survey, i.e., a direct way of measuring attitudes. The main purpose of the study was to establish possible connections between people's attitudes and their media consumption. The results reveal the complexity of the problem and the significance of the financial aspect of the crisis in forming attitudes; cultural and religious differences were less prominent, while one burning issue proved to be inconsistency in the use of the terms "migrant" or "refugee".

>>KEY WORDS

media, refugee wave, attitudes, error-choice, social distance

1. INTRODUCTION

1.1. Developments during the refugee crisis

In the second half of 2015, Europe witnessed the largest wave of refugees since WWII. According to the International Organization for Migration (IOM), over 350,000 migrants arrived at the European borders between January and August 2015, and this number does not include unregistered migrants (Jerič, 2015).

Frontex, the European Agency for the Management of Operational Cooperation at the External Borders, distinguishes eight main routes to Europe over land and sea. One of these is the Western Balkan route that runs from Turkey through Greece, Macedonia, Serbia, Hungary or Croatia, via Slovenia to Austria and beyond. The number of illegal entries to the EU increased rapidly on the Western Balkan route in 2015 (Jerič, 2015).

The second migrant wave began in the night between 16 and 17 October 2015, after Hungary decided to close its border. The migrant wave veered through Croatia into Slovenia. The largest influx of migrants occurred on the territory of the municipality of Brežice, where in addition to the reception center in Brežice, two more reception centers were established in Dobova in a short period of time. The number of migrants at all reception centers often exceeded 2000 people per center. Daily influxes were between 8000 and 9000 migrants; occasionally they exceeded 10,000, culminating on 21 October 2015, when just under 13,000 migrants entered the Republic of Slovenia. Between 17 October 2015 and 25 January 2016, around 422,724 migrants crossed Slovenia. 500 to 1000 police officers were involved in the reception of migrants, in addition to 460 soldiers and, on average, 450 members of the Civil Protection Service, humanitarian organizations and volunteers (Vlada RS, 2016). In November 2015, 253 community work participants were hired to help receive migrants (Ministrstvo za notranje zadeve RS, 2015).

After 4 November 2015, the migrant wave decreased somewhat and stabilized at 6000 to 7000 migrants per day. Towards the end of November, the number of migrants dropped to 2000 to 3000 migrants per day (Ministrstvo za notranje zadeve RS, 2015).

1.2. Analysis of online media

Between 22 October 2015 and 5 November 2015, 93 articles about the refugee crisis were published on the MMC RTV Slovenia online portal; 53 on 24ur.com; and 49 articles on Planet Siol.net. NVivo software for qualitative data processing was used to analyse the articles and identify the main key codes in the published news items. Most news items were about the international political situation and problems on EU territory, the closing of the borders and security and financial threats related to the arrival of refugees. The words used in the reports mostly related to a lack of control (e.g., "a wave of unannounced groups of refugees"), panic (e.g., "state of emergency") and the massive character of the crisis (e.g., "masses of people"). On the other hand, a large proportion of news items presented refugees as victims (e.g., "exhausted, hungry and cold") and drew attention to human rights; news items with stories about individual refugees mostly focused on children. A few items were about the demographics of the refugees,

about Slovenian volunteers and about the positive attitude of people. The least frequent were reports about potential health problems that the refugee crisis could trigger as well as religious and cultural differences. The terms "migrant" (migrant) and "refugee" (begunec) were used inconsistently by all three portals. Sometimes refugees and migrants were reported on as two separate groups; sometimes the words were used synonymously, but we also found other expressions that were used inconsistently, in particular the terms "defectors" (prebežniki), "foreigners" (tujci) and "unwanted arrivals" (prišleki).

In the same period, we monitored the "Slovenia Protect Your Borders" Facebook page. By using NVivo software, we paid special attention to what most concerned people in terms of the refugee crisis and the attitude towards the media and their reports about this topic. Prevalent in the commentaries was skepticism about Slovenian politicians, the fear that Slovenia was endangered, as well as doubt that the refugees were indeed like what the media were reporting. The underlying fear was that refugees were undereducated economic migrants, mostly men, who were endangering the financial stability and security of our country and, who, above all, wanted financial benefits at the expense of Slovenian citizens.

2. METHOD

2.1. Participants

The sample comprised 157 men and 317 women – in total 474 participants. The oldest participant was born in 1943, the youngest in 2002; the average age of individuals in the sample was approximately 30. 33.5% of the participants live in the countryside or in rural settlements, 25.9% in small towns (of between 1000 and 10000 inhabitants), while 9.5% of the participants live in large towns (over 100,000 inhabitants). Regarding education, the largest proportion (40.9 %) finished high school, followed by college (22.2%) and university graduates (17.1%). More than half of the participants were Roman Catholic (55.9%), 41.1 % were atheist, and 0.1% of the sample were Muslims. Occupational status had an even distribution between student work (25.5%) and regular, full-time employment (24.7%), while 23.8% of the sample were students without student jobs. 9.9% of the individuals were unemployed. The majority of individuals in the sample (63.9%) considered their material situation as average.

2.2. Tools and accessories

The survey used to collect data was compiled by ourselves. It comprises 21 questions that were used to indirectly measure the attitudes of the respondents towards the refugees, plus 16 demographic questions. 17 questions for measuring attitudes were compiled using the error-choice method, where respondents think they are completing an objective knowledge test; however, all the answers offered are incorrect. The final analysis included 16 questions for measuring attitudes indirectly; 4 questions were about migration; and 16 questions were demographic.

2.3. Procedure

Following a qualitative analysis of online media and the “Slovenia Protect Your Borders” Facebook page, the codes obtained were used to create a survey. We conducted a pilot study on a sample of 45 Faculty of Arts students from the University of Maribor. In line with the results, the survey was adapted for the general public and submitted to the respondents via email and Facebook pages; we also shared it on the Med.Over.Net forum. At the end of the survey, a debriefing was conducted to explain its purpose. The obtained data was analysed with SPSS statistical data processing software.

3. RESULTS

3.1. Initial analyses

Table 1: Descriptive statistics of respondents' demographic data

| | Mediana | Standard deviation |
|---------------------------|-----------------|--------------------|
| Gender | 2 ^a | |
| Year of birth | 1992 | 11,95 |
| Townsize | 4 ^b | |
| Education | 5 ^c | |
| Political orientation | 10 ^d | |
| Employment status | 5 ^e | |
| Material situation | 3 ^f | |
| Religion | 1 ^g | |
| Attitude towards religion | 3 ^h | |
| Prevalent emotion | 2 ⁱ | |
| Generalized confidence | 5 ^l | 2,23 |
| Satisfaction with life | 7 ^k | 1,89 |
| Social distance | 5 ^l | |

- a: female
 b: lives in a small town (between 1000 and 10000 inhabitants)
 c: college
 d: I would not vote for anyone
 e: does student work
 f: he considers his material situation as average
 g: Roman Catholic religion
 h: thinks about religion a lot, but does not know whether or not he believes

The online media portals that the respondents said they followed the most included 24ur.com, Nova24TV, MMC RTV Slovenia, Žurnal24.si, Slovenske novice and CNN.

3.2. Comparison of groups with positive and negative attitudes

Table 2: T-test for comparison of groups regarding negative or positive attitudes

| | Levene's test | | T-test | |
|------------------------|---------------|------|--------|-------|
| | F | Sig. | t | Sig. |
| Generalized confidence | 0,04 | 0,84 | -6,08 | 0,00* |
| MMC RTV Slovenija | 0,22 | 0,64 | -3,86 | 0,00* |
| Žurnal24.si | 1,48 | 0,23 | 3,36 | 0,00* |

*p<0,01

The figures relating to the MMC RTV Slovenia portal discriminates between the negative and positive attitudes, so that there is a lower number of those with negative attitudes among those who follow this medium regularly, and more of those not following the medium at all. The opposite trend can be seen among Žurnal24.si followers.

Results on the generalized confidence scale differ regarding affiliation with groups with more negative or positive attitudes. Those who generally trust people less have more negative attitudes compared to those who trust people more.

3.3. Multiple regression analyses

Table 3: Models of implicit attitude predictors

| Model | R ² | Adjusted R ² | Durbin-Watson |
|-------|----------------|-------------------------|---------------|
| 1 | 0,05 | 0,04 | |
| 2 | 0,08 | 0,07 | |
| 3 | 0,09 | 0,08 | 2,05 |

- 1: MMC RTV Slovenija;
 2: MMC RTV Slovenija - Slovenske novice;
 3: MMC RTV Slovenija - Slovenske novice - Nova24TV.

Table 4: Regression coefficients of Model 3

| | Beta | Sig. | VIF factor |
|-------------------|-------|------|------------|
| MMC RTV Slovenija | 0,21 | 0,00 | 1,01 |
| Slovenske novice | -0,13 | 0,01 | 1,09 |
| Nova24TV | -0,13 | 0,01 | 1,08 |

Table 5: Models of social distance predictors

| Model | R ² | Adjusted R ² | Durbin-Watson |
|-------|----------------|-------------------------|---------------|
| 1 | 0,04 | 0,03 | |
| 2 | 0,05 | 0,05 | 1,87 |

- 1: Slovenske novice;
 2: Slovenske novice - MMC RTV Slovenija.

Table 6: Regression coefficients for Model 2

| | Beta | Sig. | VIF factor |
|-------------------|-------|------|------------|
| Slovenske novice | 0,18 | 0,00 | 1,01 |
| MMC RTV Slovenija | -0,13 | 0,01 | 1,01 |

» Those who generally trust people less have more negative attitudes towards migrants compared to those who trust people more. «

4. DISCUSSION

Depending on their answers to the error-choice questions (i.e., regarding the implicit measure of attitudes), respondents were divided into two groups: a group with prevalent positive attitudes and a groups with prevalent negative attitudes towards refugees. A T-test was used to determine significant differences between the groups in terms of variables. The results show that, in addition to generalized trust between the groups, their choice to follow certain online media did significantly discriminate between them. Other demographic variables (e.g., gender, age or education) in our sample did not differ significantly between the group with positive attitudes and the group with negative attitudes.

Next, hierarchical multiple regression was used to determine whether (and which) media indicate the direction of implicit attitudes (as measured with the error-choice method) and the answers on the social distance scale were used to measure attitudes in a direct way. The media proved to be important predictors of implicit attitudes and social distance; thus, whereby in both measures the same media predicted attitudes in the same direction: e.g., if they predicted positive implicit attitudes, they also predicted lesser social distance, which means more positive attitudes.

The assumption before the study was that the media would mostly show refugees in a negative way. A quantitative analysis showed that this was not the case at the explicit level. However, analysis of the media did show potential reasons for developing negative attitudes, which relate mostly to the possible appearance of cognitive dissonance among readers of online news; many news items show refugees as victims and highlight stories about freezing, hungry refugee children. If individuals do not help groups of people that deserve and need help, their self-image is under threat. This self-image can only be kept positive by subconsciously turning refugees from a group of victims into people who want financial benefits and assistance to provide, which, in the worst cases, would even equal treason.

During the quantitative analysis, the respondents were not informed about the terminological differences between refugees, migrants, immigrants, persons under international protection etc. Feedback from an anonymous respondent leads to the conclusion that at least one respondent was unaware of the definition of the term refugee, or wished that the measure of attitudes towards refugees had also included measurement of attitudes towards “economic migrants”.

Inconsistent terminology in general was a problem that surfaced during the qualitative research stage. People struggle to form attitudes on the cognitive level if they cannot name the object of their attitude. The terminology problem reveals a general confusion and uncertainty related to refugees and migrants, which, in turn, can lead to fear of the unknown.

The study also showed that the respondents found the financial aspect the most worrying and that they did not trust Slovenian or European politicians, not only in dealing with the refugee crisis but in general. Formation of attitudes can thus be explained with the instrumental model of group conflict, where services, apartments and social benefits are a limited resource that should not have to be shared by yet another external group, i.e., refugees. Owing to limited resources, fear, anger and a feeling of being endangered appear, and the respondents focus not on the government or the EU but on the examined attitude object.

» The media do influence people's attitudes; however, individuals with certain attitudes choose to follow media that confirm their beliefs. «

This topic is complex both from the point of view of developments during the refugee wave and from the media landscape. The purpose of the present study was not to evaluate attitudes and judge whether positive or negative attitudes were more appropriate. However, we do want to highlight the significance of creating a media world that presents news so as to encourage formation of attitudes on a cognitive and not merely an affective level. It is necessary to point out that the influence of the media on attitudes involves correlations and mutual interrelations, and not a simple linear cause-and-effect relationship. The media do influence people's attitudes; however, individuals with certain attitudes choose to follow media that confirm their beliefs. Attitudes developed on a cognitive level that welcome a discourse of tolerance could also be attained through an appropriate media environment in combination with a readership that follows news reports in a critical way.

» People struggle to form attitudes on the cognitive level if they cannot name the object of their attitude. The terminology problem reveals a general confusion and uncertainty related to refugees and migrants, which, in turn, can lead to fear of the unknown. «

>> RESOURCES

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Mohamed Buheji, PhD



Mohamed Buheji (Bahrain), the founder of Institute of Inspirational Economy, expert in Business Excellence, Knowledge, Innovation, Inspiration, Entrepreneurship, Change Management and Competitiveness, with 25 years of consulting for more than 400 Organisations. As a professor at the University of Bahrain and Founding Editor of the Inspiration Economy Journal, Dr Buheji has published 40 papers and 16 books, mostly dealing with the topic of Inspiration Economy.

Majda Naji, PhD



Majda Naji graduated from the Faculty of Chemistry in Ljubljana, Slovenia. She received an MA and Ph.D. from the Faculty of Philosophy in Zagreb, Croatia. Majda Naji has been a higher pedagogical adviser, Assistant Director and specialist in Global Education (GE) and Education for Sustainable Development (ESD) at National Education Institute Slovenia. She has twenty years of school experience as a chemistry teacher in secondary schools. One of her main areas of focus has been the development and promotion of innovations in education, especially in the field GE and ESD in cooperation with the Ministry of Education and Universities in Slovenia and EU. She successfully developed cross-curricular themes, such as GE and ESD, and implemented and promoted them in school praxis. Naji is the author or co-author of six books in the fields of science and ESD. She has contributed to many international journals, and she was a founder and chief editor of the Journal for Developing Global Dimensions in the Curriculum. She has edited a range of didactic materials in the field of science and ESD. Currently, she is an external associate at the ERM Centre, Faculty of Arts, University of Maribor and at the International School for Social and Business Studies in Celje, Slovenia.

STORIES OF TWO EU PROJECTS OR REFUGEES AND MIGRANTS

>>SUMMARY

A key task of EU countries is to ensure the social, cultural, political and economic integration of migrants and refugees into host societies. Therefore, the basic aim of EU projects for migrants and refugees is to facilitate their integration into European society and, among Europeans, to develop tolerance and respect for other cultures. The basic purpose of the project “No young migrant left behind” is to support the human, social and economic rights of young migrants and to develop their self-reliance and human dignity. The main activity of the project is to train a larger group of student – volunteers at the Slovenian HEIs to prepare them for facilitating and supporting migrants, with a particular focus on young migrants. The added value of the project is the inclusion of lecturers from the Middle East, where the majority of migrants originate. The key stakeholders and at same time final beneficiaries of the second project, “InLaMi (Inspiration Labs for Migrants)” are migrant groups; social partners; policy/decision makers; media and the society in general. The Inspirational Labs constitute an effective technique that is very important for dependent or semi-dependent people, especially migrants. It creates a shift in the mindset of the targeted group and embeds the concept of learning by doing through the use of lifelong learning techniques while building projects based on successful models. The needs of migrants are adequately respected in all segments of the project.

>>KEY WORDS

project, refugees, migrants, integration

INTRODUCTION

At a time when Europe is receiving extraordinary numbers of refugees and migrants, supporting national governments in tackling this situation is a key priority for the EU. After the initial emergency phase, the EU and EU countries must ensure the social, cultural, political and economic integration of the new arrivals.

EU projects for migrants and refugees should support activities that recognize and celebrate the contributions refugees and migrants make to cultural diversity in Europe. Smooth acceptance and integration within EU culture can be a means for refugees and migrants to meet, communicate with and become part of host communities.

» EU projects for migrants and refugees should support activities that recognize and celebrate the contributions refugees and migrants make to cultural diversity in Europe. «

The general objective of refugee and migrant projects is to support activities that facilitate the integration of refugees in Europe, enhancing mutual cultural understanding and fostering intercultural and interfaith dialogue, tolerance and respect for other cultures.

The specific objectives of refugee and migrant projects are to

- help refugees socialize and express themselves without necessarily learning the host country language immediately
- be learning platforms in a wider sense, fostering respect and understanding for diversity, intercultural and civic competences, democratic values and citizenship
- give EU citizens the opportunity to discover, learn from and understand the values and cultures of refugees and – in the process, rediscover and enrich their own
- offer the possibility of collaboration with organizations in the governmental and non-governmental sector in order to stimulate a more comprehensive, rapid, effective and long-term response to this global challenge.

Project results and case studies should be made widely available at local, regional, national and European levels; it is expected that the project would reach an audience beyond the project participants and their lifetimes, and serve as best practice examples.

Why we started the projects

The large number of migrants arriving at the Slovenian borders is a test for both politics and civil society. The European Agenda for Migration presented by the EU Commission in May 2015 set out the need for a comprehensive approach to migration management. The agenda follows the twin logic of balancing responsibility with solidarity.

» Part of the EU's strategy, Slovenia included, should be to develop new operational cooperation so that the skills and knowledge being developed and pooled inside the EU are increasingly shared with partners outside the EU. «

The current migrant crisis requires immediate further action. A sustainable resolution of the crisis needs a steep change in migration policies – to ensure fair procedures – and a system able to anticipate problems. This requires action both inside and outside the EU: Inside the EU, to support those Member States most under pressure by applying procedures and by providing financial and technical support. Outside the EU, this could be by creating the conditions where migrants can stay close to their homes by strengthening our partnerships with neighbouring states providing temporary protection in key transit countries, Slovenia being of them; by stepping up the fight against traffickers and smugglers, and by increased diplomatic engagement in key crises such as Syria. Part of the EU's strategy, Slovenia included, should be to develop new operational cooperation so that the skills and knowledge being developed and pooled inside the EU are increasingly shared with partners outside the EU. Tools like joint teams of expertise (Slovenian and Arab experts), administrative arrangements and information exchange should increasingly be used to link up law enforcement and migration management services inside the Slovenia and in neighbouring countries. For many years, pressure has been building on Turkey, Jordan and Lebanon as millions of migrants have fled Syria. It is clear that the root causes are long-standing. Addressing the political turmoil is complex, but we must redouble our efforts. The NGOs in Slovenia have also been working closely with the country's neighbours to help tackle the migration challenge.

» A sustainable resolution of the crisis needs a steep change in migration policies - to ensure fair procedures - and a system able to anticipate problems. «

Special attention needs to be paid to young migrants and children as the most vulnerable group. The projects will be led by an international team of experts from Lebanon, Bahrain and Slovenia. Through this project, we want to spread the lesson that young refugees require targeted humanitarian aid combined with sustainable development assistance for effective response to their needs, including educational and economic aspects.

First project story - “No young migrant left behind”

Target groups in the project

The primary target group of the project “No young migrant left behind” comprises young migrants between 15 and 29 years of age who are not included in the Slovenian education system, along with their families. The second target group are students at Slovenian HEI institutions who want to become volunteers.

The other target groups are NGOs, social and economic partners, policy and decision makers at the national and regional levels, research and academic institutes, the general public and journalists.

Project purpose

The basic purpose of the project is to support the human, social and economic rights of young migrants and to develop their self-reliance

and human dignity. This will be achieved by implementing the following specific project goals:

- To strengthen the role of civil society and other relevant stakeholders (local government, governmental institutions, social partners etc.) in the implementation of human rights and social inclusion of young migrants in host countries;
- To promote respect for diversity and the values of solidarity, equal opportunity and human rights among young people in Slovenia and abroad;
- To encourage civic and social dialogue on creating a stable and productive environment so that young migrants could integrate smoothly into the host society;
- To combine humanitarian aid with sustainable development assistance for an effective response to young migrants' needs;
- To contribute to the improvement of migrant policies and practices – especially at the regional level - with the involvement all the relevant actors, appropriate tools and data;
- To connect young people of different cultures and religions who are actively participating in the project and demonstrate examples of good practice of educational programs for young migrants (Lebanon);
- To prepare and implement a comprehensive training program designed for students volunteers at Slovenian HEIs and enable them to work with young migrants;
- Through the establishment of a network of students volunteers, to ensure the long-term results of the project and thereby sensitize students at HEIs to understand the importance of dialogue between people of different cultures and religions;
- To present methods of implementation and use of advanced educational programs and models of working with young migrants and help them to integrate into the new environment, thus contributing to better quality of life and greater opportunities to develop their potential.

The results of the project will be measured by the following criteria:

- How are the purpose, goals and results of the project relevant to the needs of the target public?
- Does the project have an impact on the target groups in accordance with their needs?
- Will the changes and benefits have an impact on the target audience even after the end of the project?

The target public will be included in the evaluation on the basis of collecting and analysing the following data: public sources, presence lists, evaluation questionnaires, interviews and other sources.

Project description

The basic aim of project is to train students at faculties and colleges to conduct teaching workshops with groups of young migrants. The project “No young migrant left behind” promotes multi-tiered teaching which provides a continuum of services, support, and intervention

for young migrants to serve their needs (including migrants with post-traumatic stress disorder)

» *The basic aim of project is to train students at faculties and colleges to conduct teaching workshops with groups of young migrants.* «

40 student volunteers will attend a 3-day seminar with experienced lecturers from Slovenia and the Middle East. The purpose of this seminar will be to educate them for facilitation and support of young migrants in Slovenia. Important objective of the seminar is to improve the knowledge of students at HEIs in the field of refugee and migrant human rights, to explain the causes of migration and to establish the importance of dialogue between people of different cultures and religions. Student volunteers will also be able to understand and acknowledge young migrants' attitudes and experience, while recognizing the risk factors for marginalization and exclusion.

When students complete their training, they will receive a volunteer certificate for working with young migrants.

Student volunteers will run 2-day educational workshops for young migrants at ten different locations in Slovenia. The project “No Young Migrant Left Behind” is expected to have an impact on approximately four hundred (400) young migrants and their families, once the teaching workshops have been delivered.

The primary purpose of these teaching workshops is to develop support and educational environments for young migrants, which will promote an open and multicultural society and increasing awareness that migrants, with their knowledge and work, can contribute to the development of the host country. Training young migrants is aimed at finding and developing new pedagogical models and strategies, such as inspirational laboratories (Inspiration Labs), the method of stimulating research (Appreciative Inquiry) and others.

We expect the following particular results:

1. Increased capacity of local stakeholders/NGOs in issues related to social inclusion of young migrants;
2. Operational seminars/workshops of good practice on implementation of the Human Rights priorities with focus on young migrants and, finally;
3. Both governmental and non-governmental services should benefit from the change of shifting the young migrants from being totally system-dependent to being inter-dependent.

Through promotional activities and the use of social media, the project will further contribute to the development of a tolerant, cohesive environment and enable young people to engage with people of different cultures and religions. We are also planning a project website called “No young migrant left behind”.

The project would have a profound effect on the participating students, since it is prepared by experts and lecturers from the Middle East in addition to those from the EU and Slovenia, thus creating an opportunity for intensive dialogue and understanding.

Second project story - “Inside EU LaMi (Inspiration Labs for Migrants)”

The target groups and final beneficiaries

The main target group comprises migrants to the EU. However, this project can flexibly address migrants in other countries based on the success experienced in the EU. We will also work with experts from the Middle East or countries that are the source for migrants. The final Beneficiaries include the Governments of EU members and other host countries and NGOs, who should benefit from the shift of migrants from being totally system-dependent to being inter-dependent. Another target group of the action includes professionals from the governmental and non-governmental sector working in the field of social inclusion of migrant groups. We estimate that at least 200 professionals from the area of social inclusion will actively participate in the core of the project (seminars). Our key stakeholders and at the same time also final beneficiaries are migrants groups, social partners, policy/decision makers, the media and society in general.

What is Inspirational Labs

Inspirational Labs comprises a technique for 'radical change' in the life journey, accompanied by seeing how we can bring out the best in people. This highly effective technique is very important for dependent or semi-dependent people, especially migrants. The projects would involve a comprehensive program that would have a defined outcome for each selected migrant and/or group and would be led by an international team of experts with track rate of success. The Labs start with pre-kick off alliance site assessments/visits, i.e. of where the migrants live and/or work and/or study. These are followed by Structured & Unstructured Personal Interviews, Psychological & Social Counselling, Inspirational Training, Inspirational Labs, Inspiration Projects and Follow-up visits. These might include specific cultural and inter-cultural orientation. The main goal of these labs is to change the life setting and open up 'hidden opportunities' for all the stakeholders concerned: migrants, NGOs and the government, while enhancing the speed of integration into the local community. This should make migrants' acceptance more meaningful and an easier journey. This would help to sustain a healthy and profitable community, i.e. having effective communication and value added productivity.

Main objectives of the project

InLaMi has the following specific objectives and goals:

1. to insist on full compliance with the relevant international documents, conventions and standards (e.g. UN Convention on Refugees, UN Protocols on trafficking in human beings and on the smuggling of migrants, or others.);
2. to strengthen the role of civil society and other relevant stakeholders (local government, governmental institutions, social partners etc.) in the implementation of human rights and social inclusion mechanisms in host countries;
3. to support capacity building activities in third countries (Lebanon, Turkey and Jordan) together with EU countries to

strengthen the capacity of local civil society and NGOs;

4. to contribute to the improvement of migrant policies and practices – especially at the regional level - with the involvement all the relevant actors, appropriate tools and data;
5. to combine humanitarian aid with sustainable development assistance for an effective response to migrants' needs;
6. to create new opportunities and benefits for the national and local economy, since migrants bring human capital and labour skills as well as demand for goods and services.

Types of project activities

We will plan special focus on improvement of migrant policies and practices in third countries (Turkey, Lebanon and Jordan) and also within the EU, with the involvement all relevant actors, appropriate tools and information. This approach requires strategic thinking and finding a common understanding of priorities in order to close the gap between the policy objectives and the reality of migrant crises in the third countries and the EU. We will spread the message that migrants require targeted humanitarian aid combined with sustainable development assistance to respond effectively to their needs, including in the economic sphere. It will be a combination of various, inter-linked and inter-related approaches through which we will conduct our main activities: development of system for exchange of information; development and administration of a project webpage and social media; development of a special manual/brochure to present the potential of refugees which should not only benefit the host countries, but also make a contribution to a better quality of migrant protection in strengthening their self-reliance; implementing the transfer of good practice from the EU to its regions; surveys/analysis of good-practice in targeted humanitarian aid combined with development assistance for effective social and economic inclusion of migrants; a national awareness campaign (with a round table discussion and a final conference).

Expected results

Migrant's needs comprise the physical, the mental and the spiritual. This project would address all these needs by offering greater opportunities, while demonstrating how to create a better quality of life and a friendly working environment. We expect the following specific outcomes: (1) increased capacity of local stakeholders/NGOs in issues related to social inclusion; (2) operational seminars/transfer of good practice on implementation of the EU Human Rights priorities and finally (3) the governments of EU members, third countries and NGOs should benefit from shifting migrants from being totally system-dependent to being inter-dependent.

The project will develop and support the following needs of host countries:

1. to create a stable and a productive migrant that would smoothly integrate into the host country's culture, while adding value;
2. to reduce the financial and non-financial burden on the government and community;
3. to ensure better acceptance of those families and individuals already accepted.

We intend to implement an awareness-raising campaign, with these successful promotional tools – as a media support action during project events and during the final conference, which will be the culmination of the Inspirational Labs project. The inspiration lab would focus on how to handle human differences and how to deal with diversity, which can often lead to intolerance and discrimination. The labs would also show how an inclusive approach involving diversity and non-discrimination can be most fruitful for all stakeholders. Through the labs, the migrants would be informed about the EU values of human rights. As for the constraints, they could face various kinds of intolerance, stereotypes and prejudice against migrant groups, which are present in all of the host societies. The existence of protective legislation is of no use at all if there is no implementation and no supportive mechanism for it.

» The existence of protective legislation is of no use at all if there is no implementation and no supportive mechanism for it. «

Particular added-value elements of the project

Particular added-value elements are visibility and awareness-raising and promotion of the host society, protection of human rights of migrant groups, the transfer of innovative best practice from the EU and other countries, as well horizontal and vertical applicability to all sectors of host society. The needs of migrants are adequately respected in all segments of the project. Additional important values include the following:

1. Inspirational labs that can be taken to all over the world to address similar issues.
2. Reducing or minimising the probability of waste or no return on investment from both government and NGOs in migrants.
3. Enhancement and maintenance of the spirit of co-existence and diversity management themes that would lead to more acceptance of variety within the host society.

CONCLUSION

In this paper two projects are presented as mitigation approaches to the EU refugee and migrant Crisis. The first project title “No young migrant left behind” aims to ensure that all youth refugees or migrants get the basic life services and survive the challenges they are going through. The second project title Inside EU InLaMi (Inspiration Labs for Migrants) is based on a training program that would enhance the return on investment in youth migrants and also ensure their total social inclusion in a given EU society, such as Slovenia.

The two projects should help to build a complete transformation in how the EU deals with the refugee crisis by building a proactive safety protection net to enhance the stability and sustainability of the EU economy and culture, while having providing an appropriate learning experience that would eventuate through the project’s execution. Such projects should help the EU to maintain its integrity in the quest for a comprehensive solution towards its commitment to Human Rights issues.

» Inspirational Labs comprises a technique for 'radical change' in the life journey, accompanied by seeing how we can bring out the best in people. «

>> RESOURCES

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The authors live in a multicultural environment, communicating and working as a team that aims to encourage more cooperation in their community. They are involved in a one-year project entitled "Youth Inspiration Economy in Bihać, Una Sana Canton, Bosnia and Herzegovina". The project includes work in various teams (the Migration Mitigation team, the Quality of Life of Youth team, the Youth NGOs team and Youth Entrepreneurship, Innovation and Knowledge team) with expert mentors (university professors), team coordinators and youth team leaders (university students, high school students from Una Sana Canton and international students).

We are active in the organization and administrative support of the project and in voluntary work with young people, with the aim of changing society and the status of youth in the Una Sana Canton, in particular in Bihać. The University of Bihać provides special support. The project workshops and forum will raise awareness among young people about the importance of remaining in their own country and enhancing cooperation and a change of mentality in their own community. The authors and university professors were engaged in the project as mentors and as members of the organizing committee. Together with our students, we want to demonstrate how committed individuals and communities can have a positive influence in difficult situations. Our goals and the action plan enhance the role of youth in society activities. We want to write success stories important for the growth of inner power strength that will help young people influence the social economy using inspiration economy practices; we want to encourage networking and total integration of youth leaders from various countries with practical and tangible projects; we want to measure the level of societal transformation that can be achieved with youth inspiration practices.

THE CONCEPT OF THE INSPIRATION ECONOMY AS A TOOL FOR MITIGATING MIGRATION

Presentation of research prepared for 5th Youth Inspiration Forum Bihać/Bosnia and Herzegovina 10-14 September 2016.

>>SUMMARY

The issue comprises 4 main problems: how to mitigate migration of young people going abroad, highly educated, affluent and even with whole families, in search of a better life and advancement in their profession; how to provide for young people who stay and start their own businesses, seeking self-employment; how to help creative young people to spread the idea of remaining in their own country; how to disseminate information on the importance of youth education and practical application of knowledge through discussion of the real issues and provision of practical solutions. These problems of migration for young people and entire families must be converted to a solution: development for survival in Bosnia and Herzegovina, the Una Sana Canton and the area of Bihać. Mitigation of migration cannot be considered without improving the quality of life of young people (regarding consumption of psychoactive substances, alcohol and tobacco, as well as bullying) without the development of entrepreneurship among young people, without the development of NGOs for youth and strengthening the awareness of and need for volunteer work, learning in creative centers, social institutions, common interests, goals and values among the young in order to change the society.

>>KEY WORDS

mitigation of migration, inspirational young, young people, belief, the potential of a country, development for survival, Bosnia and Herzegovina

Knowledge for my dreams

INSPIRING THE ECONOMY IN THE SERVICE OF YOUNG PEOPLE

Strong migration from the area of Una Sana Canton has led to the need for organizing the Youth Inspiration Forum. The forum is designed to offer hands-on experience for youth in how they can change a complete society and socio-economic status in coordination with Una Sana Canton in Bosnia and Herzegovina and the University of Bihać. The goal was to show how youth, if given the opportunity, can inspire their society – even with minimal resources. Our Migration Mitigation Team had the task of assessing the issue of migration in Bosnia and Herzegovina, specifically the area of Bihać, Una Sana Canton, and then to observe the type of migration absorption factors and to establish a risk management program that reduces migration through activity steps such as a campaign at the local level (family, friends, school or university) to create an inspired younger generation.

» Youth, if given the opportunity, can inspire their society - even with minimal resources. «

Research conducted on the topic of mitigating migration should serve to create inspiration among the youth and culture sectors in the City of Bihać and Una Sana Canton and to enhance the capacity for the participant among Bihać Youth. This would make the participants into inspiring change agents in their own communities. In the study, we used the process of observation, absorption and reflection; subsequently, we shared our experience with all the interested stakeholders within the Region of Bihać. Lesson and maxim lies in the next question: "How can committed individuals and communities have a positive influence in difficult situations"? We wanted to show our public, especially young people how they can learn from success stories and from established best practices. Our plan was for the University of Bihać and NGOs for young people to work together to inspire youth for a better socio-economic outcome in our area of Bihać and Una Sana Canton.

Mitigation migration in Una Sana Canton, specifically in Bihać

Our particular research topic concerned the mitigation of migration in Una Sana Canton, specially in the area of Bihać. Our Commitment of Inspiration Currency within the Project is the fact that BiH is second country in Europe in terms of migration volume (it is estimated that about 1.471.594 or 39% of the total population of the country has emigrated; Source UNDP 2013). The causes behind migration are political and economic reasons, along with the consequences of war. We also found a mutual relation between migration and the European perspective that attracts the young to mobility. Unfortunately, the reality is that we should not count on any extensive return of the diaspora who are actively involved in their lives elsewhere. The causes of the problem include youth unemployment as a driver of migration, as well as brain drain of highly educated people with complete families in search of better lives and careers. From every situation, we should draw certain messages, such as the positive role of migration/mobility as a development program and the integration of migration into development policy and, finally, present the best experiences of committed

individuals who have set positive example and have exerted a good influence in difficult situations (investment in agriculture, in fruit and vegetable stores, in manufacture and installation of wastewater and rain water treatment devices and water supply systems or in setting the foundations for scholarship for a better life).

» From every situation, we should draw certain messages, such as the positive role of migration/mobility as a development program and the integration of migration into development policy. «

The implementation story is based on the types of migration absorption factors that are retrieved from the answers we collected from the questionnaire. The challenge that we will overcome with time is to gather the individual experiences of people who have presented positive examples in the area of our Canton.

The main assistance that the project for inspiring society and youth will bring to our community is the provision of ideas and encouragement to young people. The project could be a trigger inspiration for projects such as presenting our natural resources and their value.

Our message to the young of Bihać and Una Sana Canton is the following: "Yes! I can be successful in my own area; I can help the economic development of my country, and I am a human being who can make a difference!"

We focus on priorities and the importance of Bihać youth by presenting success stories from our area; we based these on the answers we collected from the questionnaire in Bihać. All these actions helped us to discover the potential in each individual youth by changing their views on life and success. Changing our own views and learning from successful stories from our area will help us to achieve our goals with minimal resources based on united youth.

We analyzed the official data from the Bosnia and Herzegovina census of 2013, with special reference to Una Sana Canton and Bihać, and particularly the official census results regarding young people: the population of Una Sana canton is 273,261; 56,261 residents live in the area of Bihać. That population is divided by age: for example, age 20-24: 3937; age 25-29: 4061; age 30-34: 3814, age 35-39: 4.080 and age age 40-44: 4198. For example, in Bihać working-age population numbers 47,410, of which 15,362 are employed persons, while pupils and students in the city of Bihać number 5096. We should take into consideration that these are data from 2013 and that in the meantime there have been some changes. Our task is to change these statistics. The area in focus is inspiring for Bihac Youth because we have valuable natural resources which deserve to be promoted, protected and used. We remain largely unaware of the potential of our environment and how we can work with these resources. Bihac youth needs help from the inspiration and learning emerging from the success stories. The institutions that ensure good results and need to be investigated as support partners are as follows:

- The Una Sana Canton Chamber of Commerce - Fair in September 2016, on the main topic of sustainable survival for those who stay; how to stop the outflow of young people abroad; self-employment

for remainders through starting their own businesses; the main theme of the fair is to create a network of incubators for the development of startups.

- The Office of Diaspora at the level of the Canton and some municipalities – to create favorable conditions for the return of people from the Diaspora to start businesses in their own country; to establish how to connect young, creative people with returnees to implement and run an activity.
- Office for Foreigners
- Entrepreneurs who were migrants and came back to invest
- Cantonal Ministry of Education and Cantonal Ministry of Labour and Social Policy
- University of Bihać, the Alumni Association and Student Union, in particular.

At the level of the team, we have selected and organized visits to our partners, with whom we have begun to develop a program to lessen migration among young people in the area of Bihać. We want to increase interest in and to increase the understanding of migration, we want to point out the problems of young people in society, to create interest among the public (at the university level, we want to activate the Student service as a form of inspiration to young people in overcoming challenges and to present the importance of learning by doing).

We used questionnaires to collect information about the current situation. The questionnaire was completed by 268 people, and the results for every question were presented at the 5th Youth Inspiration Forum held in Bihać, from 10-14 September 2016.

The most surprising answer concerned plans to migrate from Bosnia and Herzegovina in the future: 172 people said yes.

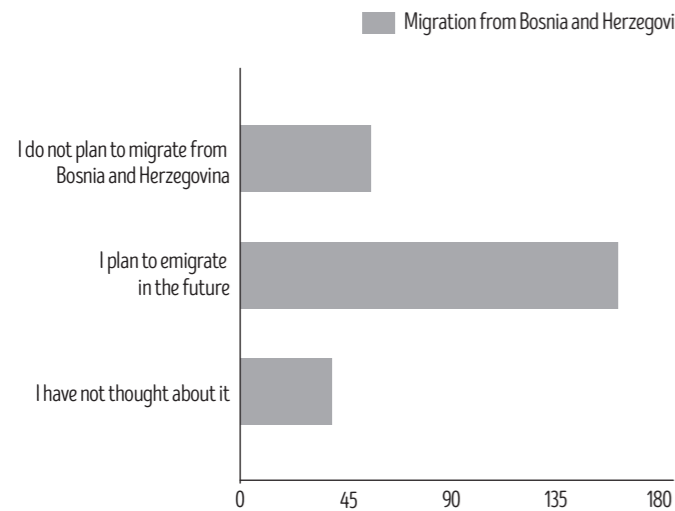


Table 1. Respondents are young from Una Sana Canton, specifically, the area of Bihać city. Source: Poll among respondents in Una Sana Canton, area of Bihać, in August 2016.

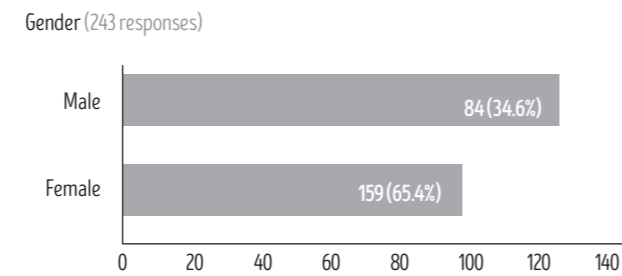
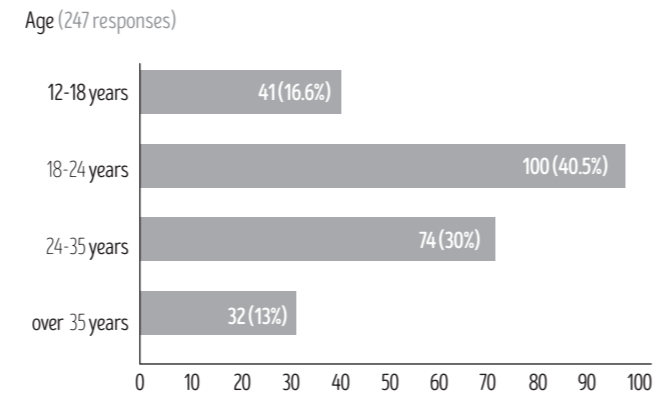


Table 2. Respondents are students at the University of Bihać and high school students. Source: Poll among respondents in Una Sana Canton, area of Bihać, August, 2016.

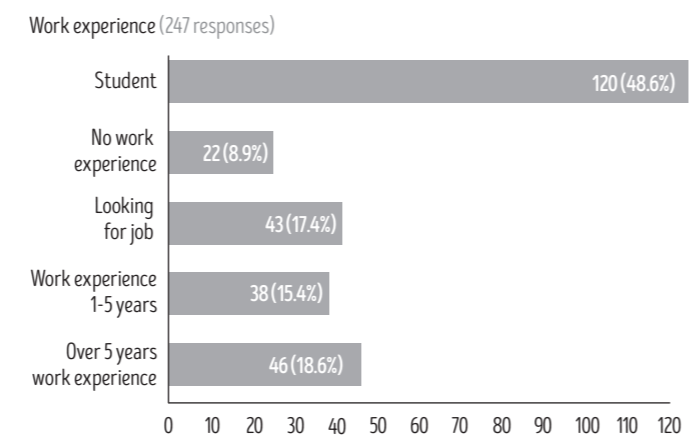
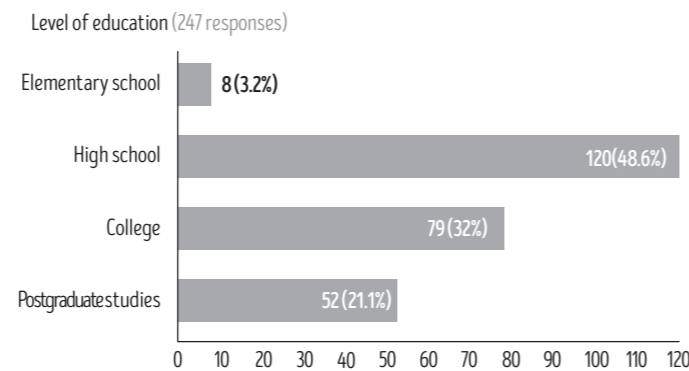


Table 3. It is necessary to change the awareness of young people to encourage them to embark on student exchange programs and to return enriched with new experiences to their country and apply what they have learned. Mitigation migration of young only for work abroad. Source: Poll among respondents in Una Sana Canton, area of Bihać, August, 2016.

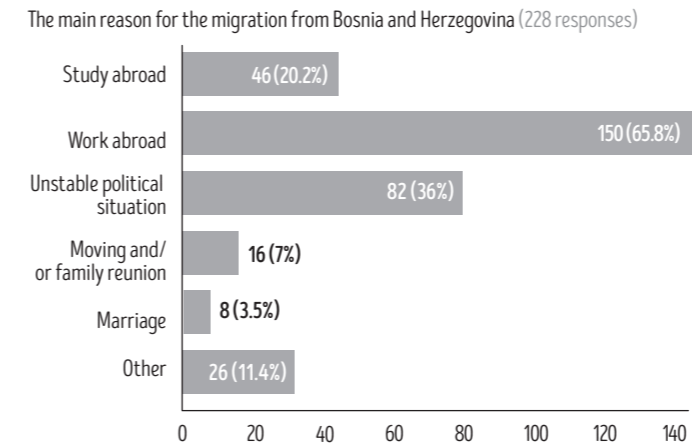
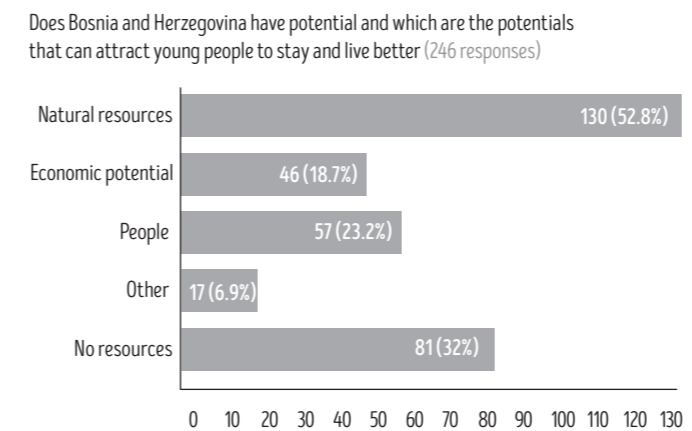
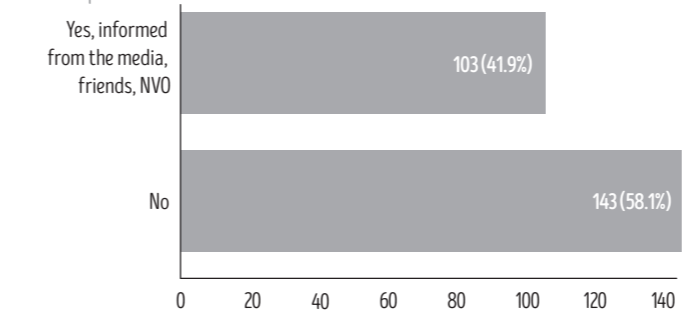


Table 4. It is worrying that almost 33% of respondents think that Bosnia and Herzegovina has no potential or resources that could entice the young to stay and work towards better living conditions (like the natural environment, water, a favorable climate, good geographical position and connections).



Do you know any examples of good practices or some successful comeback stories of people who came back and contribute to the development of Bosnia and Herzegovina (246 responses)



Best practices and success stories should continuously be promoted among young people. Source: Poll among respondents in Una Sana Canton, area of Bihać, August, 2016.

Table 5. In this sense, our goal is to activate the Student Service at the University of Bihać. Source: Poll among respondents in Una Sana Canton, area of Bihać, August, 2016.

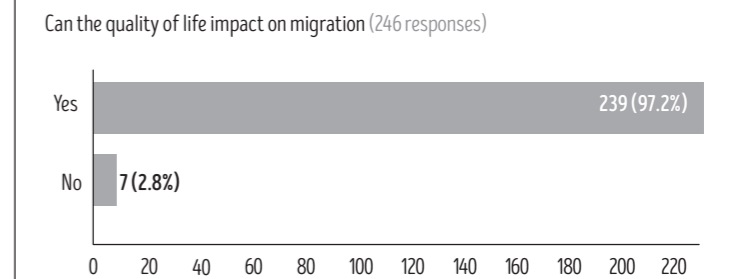
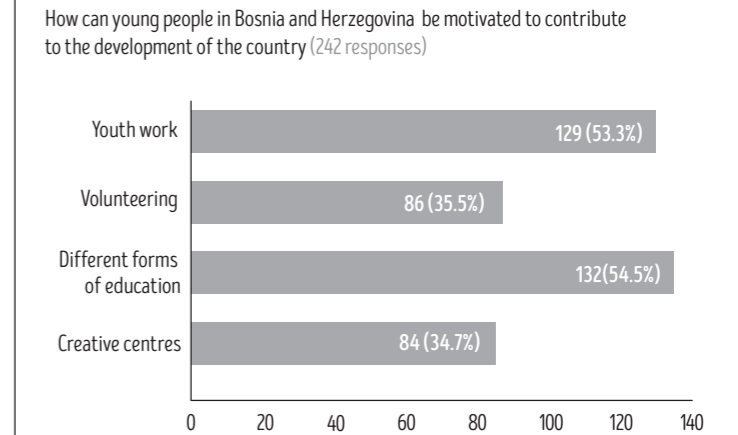
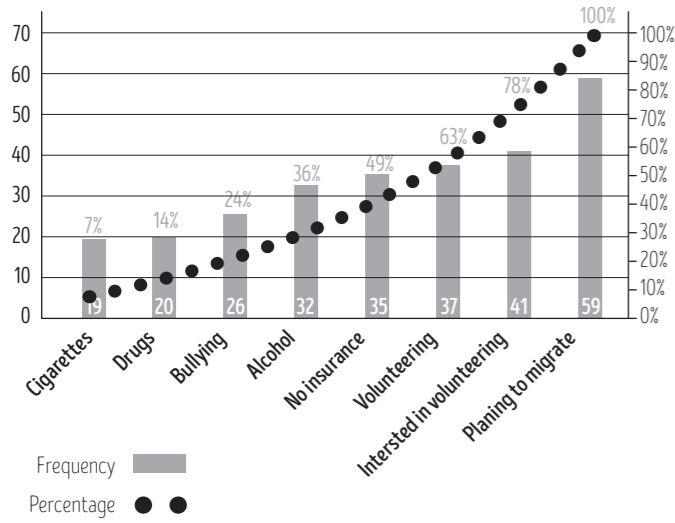


Figure 1. Youth quality of life and its impact on migration



Table 6. Youth quality of life and its impact on migration. Source: Poll among respondents in Una Sana Canton, area of Bihać, August, 2016.



Decreasing migration among young people in Bosnia and Herzegovina cannot yield positive changes without involvement from and addressing the priorities of young people such as formal and informal education and training, employment and the economic sector, social status, participation in public life, culture, sport, free time and health.

Young must make a contribution to solving the key challenges by linking education with work and the employment/labor market, teaching practical skills in education; youth unemployment, reforms in education and human resources policy.

The main purpose is to set up a series of inspiration projects that would empower youth to create a positive change in their communities that would lead to a better future for Bosnia and Herzegovina and increase awareness of our own potential.

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Samir Abou-Nassif, PhD



Since 2004, Dr Samir Abou Nassif has served as the Executive Vice President for Administrative affairs at the Lebanese International University. In this capacity, Dr Abou Nassif exhibits high energy, while being data driven and results oriented. He is a senior executive with twenty years of experience in growth organizations of university expansion. Dr Abou Nassif provides exceptional administrative experience for the university council and chairs the university's strategic Enrolment Management planning initiative. He is also a member of the board of trustees.

Dr Abou Nassif earned his BS degree in Electrical Engineering and Computer Engineering from the University of Toledo. While serving as senior Manager at MacDonalds for ten years, he attained their highest management degree, equivalent to an Executive MBA from the University of Oakbrook, Illinois.

He also earned his MA and PhD in Education from Capella University. He joined Lebanese International University and served as the Vice president for administrative affairs, a position that he still holds.

Anwar Kawtharani, PhD



Anwar Kawtharani has been serving as an educational administrator, university lecturer and secondary school teacher, with 30 years of experience in schools and university. He graduated from Cambridge University, UK with an EdD in Leadership and Management in 2010.

He is currently serving as the Dean of the School of Education at the Lebanese International University across 9 campuses in Lebanon and Mauritania since 2011, as well as serving as the Director for professional development at LIU. In addition, he has served as the Head of the English Department at AMJAD High School since 2000 and the Chair of the English Department at AMAL associations. He has coauthored English Language books from grades one to 3rd year secondary inclusive. He has travelled across the world (U.S.A, UK, MENA and NENA region and Japan) delivering seminars on continuous professional development. He has been recognized for his tenure-track in achieving excellence in teaching, researching and overseeing Masters and PhDs in the field of Education Management and English Language. He serves on the official assessment and examination committee at the Lebanese Ministry of Education for English Language 3rd year secondary and chief trainer at CERD.

He also participates in many extra activities and events, not only at the school and university level but also at the community level, especially in migrant education. He serves as an International School Award (ISA) Ambassador for the British Council in Lebanon. In addition, he is also a regular football analyst on local and regional TV channels.

Ali Tarabay, PhD



Ali Tarabay is the Provost and Vice President for Academic Affairs at the Lebanese International University. He has a PhD in International Relations from the University of Kent at Canterbury, England. His academic areas of concentration include war, peace and the course of international geopolitics, cultural and communication studies and the history and development of ideas far beyond politics and history. He is married with three children..

IMPACT OF THE 'ETHOS IN HIGHER EDUCATION' PROGRAM IN DEVELOPING CAPABILITIES FOR DISPLACED SYRIAN AND PALESTINIAN STUDENTS IN HIGHER EDUCATION AT THE LEBANESE INTERNATIONAL UNIVERSITY IN LEBANON: REALITY-BASED EVIDENCE

>>SUMMARY

The aim of this study was to examine the impact of the 'Ethos in Education Program in providing education for migrant and displaced students from Syria and Lebanon through adopting and implementing a distributed adapted model for graduate students in the School of Education at the Lebanese International University across 5 campuses in 5 provinces in Lebanon. The study employed descriptive methodology to observe students' engagement with and mobility in the new environment. The sample contained 190 TD participants, divided into 150 graduate Palestinian teachers and 36 Syrian teachers. The results revealed a significant change in the student participants' perceptions of educational values and the feeling of belonging in a university setting. The researchers recommend further exploration on the issue. This paper represents the first step in examining an issue of particular interest for both developed and developing countries, constituting an original contribution to the current debate on migrant student mobility and new trends in the higher education sector.

>>KEY WORDS

'Ethos in Education', adapted model, value

>>ACRONYMS

LP: Accelerated Learning Programs

CERD: Center of Education Research and Development

CRC: Convention on the Rights of the Child

CPD: Continuous Professional Development

EFA: Education for All

HE: Higher Education

INGO: International Non-Governmental Organization

LASER: Lebanese Association for Scientific and Education Research

LIU: Lebanese International University

LUI-REC: Lebanese International University Regional Education Center

MEHE: Ministry of Education and Higher Education

NFE: Non-formal education

NGO: Non-Governmental Organization

PRS: Palestinian Refugees from Syria

PTSD: Post-traumatic stress disorder

QA: Quality Assurance

RACE: Reaching All Children with Education

TD: Teaching Diploma

UN: United Nations

UNRWA: United Nations Relief and Works Agency for Palestine

UNHCR UN: High Commissioner for Refugees

UNICEF: United Nations International Children's Emergency Fund

UNRWA: United Nations Refugee Works Agency

1. INTRODUCTION

Background of the Study

Providing effective education for migrants is part of an unprecedented refugee crisis spilling over to affect the Middle East – especially Lebanon. In the past five years, Lebanon has witnessed massive population movement from Syria to Lebanese cities and villages. One vital and under-reported aspect of the mass displacement is the lack of access by millions of Syrians to a proper education. Ensuring the provision of such education should form an important part of the response to the crisis. This would help to combat at source some of the factors contributing to mass migration, extremism and the risk of a lost generation that could blight Syria's chances of recovery for years to come.

In the light of these recent developments since 2011 in the higher education sector, it is interesting to investigate whether and how education might be reshaped to meet the needs of these graduates, who lack contemporary methods of 21st century core skills. To date, this issue has been empirically neglected. Using macro-level data for the Lebanese case, this paper contributes to filling this gap by providing a framework for a supportive response in the case of migrants in Lebanon. It is for these reasons that a plan and framework had to be put into place to address a situation that causes serious, sudden grief and disequilibrium in such communities. In particular, it is concerned with the association between enrolment in the Lebanese International University in Lebanon and the student's subsequent remaining in Lebanon.

Organization of the Study

This research study is organized into 4 chapters. Proceeded by an abstract, Chapter one contains the background of the study, the context of the study, the statement of the problem and the purpose of the study. Chapter Two offers a review of related literature about modifying education programs through a learning program that includes educational and instructional services that can be added to the LIU Migrant Education Program Mandate. Chapter Three describes the methodology of the study. Chapter 4 provides recommendations and sets dimensions and directions for further anticipated research.

Context of the Study

The first section (Historical Background about LIU) provides a brief historical background about LIU. The second section gives an account of the education program at LIU.

Historical background of LIU.

The Lebanese International University (LIU), founded in 2000, is the largest and fastest growing post-war era private university in Lebanon. At present, LIU has approximately twenty-five thousand (25,000) full time and part time students enrolled in its five schools: pharmacy, engineering, education, arts and science, and business (LIU Prospectus, 2014). In addition, LIU employs over 1000 faculty, HR, and

staff members. With nine campuses spread across major cities and geographical regions throughout Lebanon, LIU has become the leading university among the country's forty-five private higher education institutions. LIU also has several locations and expansion campuses in other Arab countries and internationally. There are campuses in Yemen, Senegal, and Mauritania (LIU History, 2014). Additional sites are being planned within and outside Lebanon, on some of which actual construction has started, and these are expected to be functional within the next three years.

» One vital and under-reported aspect of the mass displacement is the lack of access by millions of Syrians to a proper education. Ensuring the provision of such education should form an important part of the response to the crisis. «

Like many other universities in Lebanon, the LIU follows the American System of education where courses are completed on a semester-by-semester basis. Typically, there are three semesters offered during the academic year. The fall and spring semesters last for around sixteen weeks, while the summer semester has a duration of approximately six weeks. The well-known typical letter grading system is used to rate students' performance. LIU has adopted English as the principal teaching language, although Arabic is the official language as per government regulation, as well as and the native language spoken by the majority of the population.

Since its inception, LIU has been striving to provide affordable and accessible quality education. The university leaders have realized that these extremely challenging goals, especially in a country that was ravaged by a civil war that lasted for fifteen years, from 1975-1990. In a recent communication by LIU's Vice President, Dr. Samir Abou Nassif, describing "Who We Are and What LIU Stands For", he states that:

"We are an open university, where we provide opportunity to all. We must hold each of our students' hands and navigate together towards his/her successful completion and graduation. For students with deficiencies in academic background, language skills, studying skills, or financial situation where the student is obliged to work to pay his/her tuition – for these, we hold their hands even tighter, and we even carry them if necessary. This is LIU's mission. We are not a selective university; on the contrary we are an all-inclusive university where opportunities are created." (Abou Nassif, e-mail, 2013)

The mission of LIU states the following:

"The mission of the Lebanese International University is to provide accessible and affordable higher education in excellence and quality of first order. LIU will drive its students to be responsible citizens and life-long self-actuated learners. LIU will empower students to develop awareness and engage in cultural and environmental sustainability through maximized resources. LIU disseminates diverse learning experiences and skills in an environment that enables the dynamic interplay of teaching and research. LIU endeavors to align its values and commitments to student support and communication, and continually review curricula for innovative outcomes." (LIU Mission, 2014).

» Since its inception, LIU has been striving to provide affordable and accessible quality education. "We are not a selective university; on the contrary we are an all-inclusive university where opportunities are created". «

The vision of LIU specifies the following:

"The vision of the Lebanese International University (LIU) is to be recognized as Lebanon's leading integrative transnational educator that promotes success for its students through teaching and learning excellence, focused research and enterprise for career development. LIU will strive to have continual improvement, integrity, opportunity, collaboration and joint ventures with communities, agencies, businesses and industries. LIU will align its practices and resources to provide students educational access to the knowledge, multidisciplinary skills and values necessary to compete in a knowledge-based society. LIU dedicates itself to a continuous search for new and better means to provide work-integrated learning, intellectual development and to enhance alumni engagement that will stimulate and empower its graduates to foster a significant difference in the job market." (LIU Vision, 2014)

Any student at LIU can find a welcoming environment that provides internationally renowned education aimed at reaching one's objectives and excelling in society.

Overview of education at LIU

In 2014, LIU conducted a detailed Strengths, Weaknesses, Opportunities, and Threats (SWOTs) analysis, with emphasis on the external organizational assessment of the Education Program. The assessment took place within the context of the Lebanese International University Regional Education Center (LIU-REC), and was to serve as a basis for informing the next phase of development in LIU's education sector, which sought to develop and implement LIU-wide quality assurance reforms. The quality assurance review highlighted that the current system of education needed to be of higher quality, greater effectiveness, increased efficiency and enhanced equity that should include migrant education inclusion.

A number of workshops and retreats took place to identify, prepare and develop a Reform Strategy, one which would serve to enhance the effectiveness, efficiency and quality of education provision for the instructors enrolled in the 5 schools: School of Arts and Science, Business, Education, Engineering and Pharmacy. The Review comprised six technical studies:

1. The Quality of LIU Education
2. The Organization and Management of LIU Education
3. The Evolving Nature of LIU 's Schools (with an Annex on Observations on Human Rights Education Programming)
4. Modified Education Programming in LIU for displaced students

The LIU Education Program (2015) was now in a very good position to meet the evolving demand of an education system in the twenty-first century for migrant education including Syrians and Palestine refugee students in.

In alignment with the vision of the education program at LIU, a new stem was inceptioned, the vision of education for all.

Teacher development and school empowerment

The main outcome of this program (2015) was to create professional, qualified and motivated teaching force by developing an overall LIU Strategy that addresses the main issue of empowering schools in place through the implementation of the following program: *Developing capacity building in the field of Syrian and Palestinian teacher training and utilizing strategies in teaching through the teaching Diploma.* The program aimed to transform classroom practices and involved a professional development program for LIU instructors in embracing new methods of supporting migrant student learning, by moving away from a didactic approach towards holistic styles and approaches (active learning). The program was planned to take 9 months, with instructors engaging with one module per month. The program adopts a blended learning approach and is designed to support the teaching of all areas of the curriculum.

Workshop on the Facilitation and Support of Learners with Particular Needs.

The learning outcome of this project aimed at developing a strong pool of instructors in the school of Education and preparing them for the facilitation and support of those Syrian instructors who will go on to teach Syrian students in refugee camps with particular needs. The ultimate purpose was to deliver a TD program that would reflect the role of the educator as a facilitator, reflect developing skills and knowledge in others in a changing world, consider the relationship between theories of learning and practice, examine skills required for facilitation, engage in a range of facilitated activities, explore methods of active teaching and learning, and reflect on and develop participants' own facilitative skills

To achieve these outcomes, a two-day workshop was held at the Beirut campus on the 3rd and 4th of November for twenty-two SoED instructors in partnership with the **Lebanese Association for Scientific Research (LASER)** and the **Lebanese Education for Development in the Arab Program (LEADAR)**, with assistance from British expert Dr. Robin Attfield. During the workshops, participants were provided with handouts designed and delivered to guide the user step-by-step with hands-on-activities.

Implications of the workshop and TD program.

LIU in general and the SoED in particular promote multi-tiered teaching, which provides a continuum of services, support, and interventions for students across Lebanon. This workshop empowered the participants with an effective overview for serving the needs of all students (including students with post traumatic stress disorder) because of its focus on school-wide, group, and individual interventions. This workshop provided the participants with tools based on effective, research-based instruction and assessment strategies. It also empowered the SoED instructors in identifying educational, literacy, and processing demands, all of which play pivotal roles in evaluating the curriculum at hand, which will be a hybrid between LIU's current

curriculum and the integrated one - as requested by our partners to meet their intended learning outcomes.

2. LITERATURE REVIEW

Migration Theories

The movement of people from one place to another is termed migration, and it is a complex issue with many dimensions. Although migration is a multidimensional problem and its causes are varied, it has been a subject of study by stakeholders all over the world. This chapter contains three sections: the first section examines the purpose, the second part sheds light on the educational needs and theoretical aspects of migration, and the third section is a review of studies carried out about the general impact.

Refugee or economic migrant? The Legal Definition

The 1951 Convention relating to the Status of Refugees set the internationally recognized criteria defining a refugee. It was initially created to address the protection needs of millions of refugees displaced within Europe following World War Two. According to Article I of the Convention, a refugee is “any person who... owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it” (Article 1, 1951 Refugee Convention).

Over the years, new conflicts and threats have challenged the Refugee Convention’ definition of a refugee. For example, individuals fleeing persecution because of sexual orientation are not explicitly protected under the convention, nor is someone escaping natural disaster induced by climate change. Most problematic for these economic migrants entering Europe, somebody escaping abject poverty is also not considered a refugee under the Refugee Convention. Naturally, European leaders who oppose immigration, such as the Prime Ministers of Slovakia and Hungary, claim that many of these “refugees” entering Europe are in fact “economic migrants” (The Economist, 2015, “How many migrants to Europe are refugees?”). How a person is labeled ultimately determines their legal status and eligibility for international protection. There is a vigorous debate in EU politics and the mainstream media over the terminology applied to the thousands of migrants streaming toward Europe, situated as “economic migrant vs. refugee”.

Purpose of the Review

The purpose of the migration education Plan was to provide a framework for a supportive response in the case of migrants in Lebanon. It was for these reasons that a plan and framework had to be put into place to address a situation that causes serious, sudden grief and

disequilibrium in such communities.

The educational needs of refugee children

Most refugees have experienced extended stays in refugee camps in rural and urban areas. This affects the way they experience school and the relationships they form with teachers and peers. The pre-settlement experience of refugee children can have significant implications for their post-settlement and academic performance, psychosocial service needs, and sense of belonging in school.

When it comes to exploring the educational needs of young refugees in first asylum countries like Lebanon, there are four key aspects of the educational experience that are particularly salient:

- » The pre-settlement experience of refugee children can have significant implications for their post-settlement and academic performance, psychosocial service needs, and sense of belonging in school. ◀

Limited and disrupted educational opportunities

Recent studies suggest that the enrollment rates of school-age Syrian refugee children are estimated at 20% in Lebanon. The number of school-age Syrian children outstrips the capacity of Lebanon’s entire public school system. Even when they do enroll, Syrian refugee children are more likely than their non-refugee peers to receive poor or failing grades, or drop out of school. Refugee children often experience frequent disruptions and limited access to schooling, leaving many lagging behind their age appropriate grade level.

- » Refugee children often experience frequent disruptions and limited access to schooling, leaving many lagging behind their age appropriate grade level. ◀

Language barrier to educational access

Refugee children are also frequently exposed to multiple languages of instruction over the course of migration, resulting in language confusion and difficulty mastering academic content. In Lebanon, refugee children are taught in French or English as well as Arabic.

Inadequate quality of instruction

The magnitude and size of the Syrian refugee child influx has stretched educational resources in Lebanon. There are huge shortages of teachers, books and many other supplies. Most teachers have not been trained in dealing with the needs of traumatized children. Further exacerbating the problem is Lebanon’s policy of not allowing Syrians to teach, even though employing them could help provide instruction in Arabic and ease classroom overcrowding.

- » Hostility towards Syrian children has been pronounced in Lebanon; in an environment of growing resentment, refugees may and in fact do encounter discrimination and verbal and physical abuse in schools, which further deters parents from enrolling children and can seriously affect their cognitive, emotional and social development and increase their academic challenges. ◀

Discrimination in the school setting/environment

Hostility towards Syrian children has been pronounced in Lebanon; in an environment of growing resentment, refugees may and in fact do encounter discrimination and verbal and physical abuse in schools, which further deters parents from enrolling children and can seriously affect their cognitive, emotional and social development and increase their academic challenges.

Impact on the education system in Lebanon and MEHE

A number of factors beyond the limited capacity of existing schools contribute to the low enrollment of refugee children in Lebanon, where in October, 2015 MEHE announced plans to waive tuition and book fees for Lebanese and refugee children up to grade nine in the public school system.

Refugees are at risk from a range of mental health issues resulting from their traumatic experience. Research on refugees identifies post-traumatic stress disorder (PTSD) as the most common problem, followed by depression. Studies suggest stressors associated with Syrian refugee children such as economic hardship, language barriers, social isolation and discrimination can negatively affect their long term development. Furthermore, many fall significantly behind in their schooling, or drop

- » LIU aimed to widen and enhance access of refugees across Lebanon to primary, secondary and tertiary health care, psycho-social support, and protection from sexual and gender-based violence. It will reach and benefit at least 350,000 refugees. ◀

out altogether, while educators in host and resettlement countries may struggle to re-engage these students and help them bridge the gaps in their formal education.

3. METHODOLOGY

This chapter is concerned with the methodology of the research and covers the following: (1) design of the study, (2) population and sample, (3) Project Development Objectives and Key Performance Indicators

Design of the Study

LIU’s Intervention Response Plan: Moving to an Integrated Educational and Stabilization Strategy

The education program provided by LIU financed a massive scale-up of support for UNRWA and LASER student-teachers to enable them to enroll in 54 majors for 1907 students. The study was done on the Teaching Diploma, through which these graduates will cascade their experiences to an additional 172,000 refugee children in school, while also providing for accelerated learning programs, non-formal and early childhood education and child protection activities. Together, these actions will target up to 587,000 school-age children and adolescents (6 to 17 years old) that are currently not in school. As a result, LIU education support provided marginal support to fill the remaining gap, to achieve the long pursued goal of the global “No Lost Generation” initiative of bringing 1 million Syrian and Palestinian refugee children into education.

LIU aimed to widen and enhance access of refugees across Lebanon to primary, secondary and tertiary health care, psycho-social support, and protection from sexual and gender-based violence. It will reach and benefit at least 350,000 refugees

A Simple Typology of TD Education Programmes

LIU provides strategies and action plans addressing the following strategic issues: Table 1 identifies distinguishing features of the approach in terms of duration, entry, curriculum, teaching practices, teaching methods and certification.

Table 1: Study Plan of the TD at LIU ▼

| Description | Duration | Entry | Curriculum | Teaching Practice | Teaching Styles | Certification |
|------------------|--|---------|--|------------------------|---|--|
| Graduate | | | | | | |
| Teaching Diploma | 3 semesters full-time residential=24 credits | BA / BS | Subject upgrading, subject methods, professional studies | 45 hrs for each course | Lectures, group work, use of specialist facilities, mentoring | Written exams, practice reports, projects or project presentations |

Project Development Objectives and Key Performance Indicators

The primary objective of this project was to develop capacity building in the field of teacher training for UNRWA and LASER and utilize strategies in teaching.

Project Outcomes

- Provided a customized training modular curriculum and instructional material for pedagogy in alignment with the UNRWA and LASER values and principles in general, and the education program vision and reform initiatives, in particular. The training included Education Methodology, Education Psychology, and seminars in compliance with the Reform Initiatives implemented by the Education Department at all UNRWA and LASER schools, such as School Based Teacher Development, Inclusive Education, and Curriculum Framework
- Organized and conducted simultaneous training sessions, as per the syllabus developed, for teachers in five areas where UNRWA and LASER operates: North, Beirut, Beqaa, Saida and Tyre - within a training modality that complies with the training approach, such as, but not limited to, interactive/active learning, presentations, projects, cooperative learning, and e-learning when available.

A team of 17 instructors from Deans, Chairs, Assistant -Deans and highly qualified lecturers delivered a significant degree level of completion of activities, so that all campuses completed 100% of the planned activities. All five campuses worked directly towards this objective and completed all outcomes. Some of the most effective measures taken under this objective included the dissemination of information about current education policies through training and awareness-raising sessions for teachers. All the UNRWA and LASER students now have visible copies of the course content. Associated with this has been the establishment or strengthening of internal practicum procedures to ensure cases of task-based teaching

Participants

The researchers drew data from the population of instructors and the number of registered migrant students as subpopulations at LIU on the Tyre, Saida, Beirut, Tripoli and Khyara campuses.

Table 2 shows the number of Syrian migrant students at LIU (2015-2016)

4. CONCLUSIONS AND RECOMMENDATIONS

This chapter draws conclusions from the study, provides recommendations and sets dimensions and directions for further anticipated research.

Conclusions

- The outcome of the program for Syrians and Palestinians can be placed in terms of student satisfaction results after a face-to-face interview by ASFARI Foundation with the students: (1)

setting directions, (2) building relationships and developing the students, (3) developing the program, (4) leading the instructional program, and (5) securing accountability. The outcomes clearly showed that the education program delivered by LIU had had a positive impact.

- The researchers conclude that these five dimensions of education satisfaction should have equal significance with respect to the participants of the study when quantitative analysis is done.
- The researchers conclude that school principals are practicing satisfactory levels of accountability in their majors.
- The main area of enquiry under this project focused on the relevance and applicability of the learning theories in the approach to practice. Overall, student teachers felt that one of the main areas of value that these approaches added, as compared to other education initiatives, was its emphasis on their teaching techniques and on education and its capacity to utilize strategies in teaching throughout the process. The uniqueness of the approach and its capacity to support the application of a task-Based Approach in practice within LIU's School of Education's broader program of work was also highlighted. Overall, the TD project has successfully managed to increase awareness among UNRWA and LASER's student-teachers in their teaching and education.

Recommendations

- CPD programs for instructors are very significant for the professional growth and development of LIU's 'management and for leadership outcome practices and competences at the administrative and technical level. So, the LIU School of Education department should ensure the deliverance of these programs to ensure a positive outcome in delivering the commitments of this educational transformational change driven by instructors at LIU.
- The School of Education should ensure the sustainability of the impact on migrant education in the five provinces.
- The School of Education at LIU should ensure the implementation of accountable, effective and reliable assessment and evaluation policies for the migrant education program to ensure its effectiveness and efficiency, based on tangible indicators and reliable data sources.

Directions for Further Study

The intrinsic purpose of this study was to examine the impact of the migrant education Program in developing the capabilities of students from Syria and Palestinian students from Syria across all other majors.

The results from observation contribute to a robust theoretical framework that informs both existing and future strategies in teaching these students. It also provides a stepping stone for further research, as certain issues need to be investigated and certain questions need to be answered.

These and many other questions call for further inquiry in the future.

Table 2 shows the number of Syrian migrant students at LIU (2015-2016)

(Courtesy of LIU-IT resource)

| Campus/ Major | Total Number | Akar | Beirut | Bekaa | Mt Lebanon | Saida | Tripoli | Tyre | Nabatiye | Rayak | TD |
|--------------------------------------|-----------------|-------------|--------------|--------------|---------------|------------|-------------|------------|-----------|-----------|----------|
| Accounting and Information System | 95 | | 35 | 22 | 5 | 23 | 23 | 2 | | | |
| | M 56 F 39 | | M 19 F 16 | M 13 F 9 | M 0 F 5 | M 6 F 2 | M 16 F 7 | M 2 F 0 | | | |
| Advertising | 4 | | | | 4 | | | | | | |
| | na na | | na na | na na | na F 4 | na na | na na | na na | | | na na |
| Banking & Finance | 10 | | 7 | 3 | | | | | | | |
| | na F 10 | | na F 7 | na F 3 | na na | na na | na na | na na | | | na na |
| BioChemistry | 7 | | | 7 | | | | | | | |
| | na 7 | | na na | na F 7 | na na | na na | na na | na na | | | na na |
| Biomedical Science | 84 | | 38 | 17 | 8 | 3 | 14 | | 3 | 1 | |
| | M 9 F 75 | | M 3 F 35 | M 4 F 13 | na F 8 | na F 3 | M 2 F 12 | na na | na F 3 | na F 1 | na na |
| Business Management | 129 | | 55 | 47 | | 2 | | 4 | | 2 | |
| | M 84 F 45 | | M 41 F 14 | M 24 F 23 | | M 2 na | M 13 F 2 | M 2 F 2 | | M 2 na | |
| Chemistry | 6 | | | 6 | | | | | | | |
| | | | | na 6 | | | | | | | |
| Communication Engineering | 64 | 3 | 23 | 32 | | 3 | | | | 3 | |
| | M 57 F 7 | M 3 na | M 19 F 4 | M 29 F 3 | | M 3 | | | | M 3 | |
| Computer Engineering | 31 | 23 | 5 | | | 3 | | | | | |
| | M 26 F 5 | M 23 | F 5 | | | M 3 | | | | | |
| Computer Science | 51 | 2 | 20 | 7 | 4 | 6 | 7 | 2 | 3 | | |
| | M 38 F 13 | F 2 F 18 | F 2 | M 5 F 2 | M 2 F 2 | M 6 | M 4 F 3 | F 2 | M 3 | | |
| Early Childhood Education | 22 | 6 | 7 | | 2 | 7 | | | | | |
| | F 22 | F 6 | F 7 | | F 2 | F 7 | | | | | |

| Campus/ Major | Total Number | Akar | Beirut | Bekaa | Mt Lebanon | Saida | Tripoli | Tyre | Nabatiye | Rayak | TD |
|---|-----------------|-------------|-----------|-----------|---------------|---------|---------|-----------|----------|-------|----|
| Electrical Engineering | 41 | 20 | 11 | 2 | | 6 | | | | 2 | |
| | | M 20 | M 8 F 3 | M 2 | | M 6 | | | | M 2 | |
| Electronic Engineering/ Emphasis on Biomedical | 41 | | 21 | 13 | 1 | 3 | 3 | | | | |
| | | M 27 F 14 | M 13 F 8 | M 10 F 3 | M 1 | M 3 | | F 3 | | | |
| Graphic Design | 64 | | 24 | 20 | 3 | 6 | 6 | 2 | | 3 | |
| | | M 34 F 34 | M 11 F 13 | M 8 F 12 | M 3 | M 3 F 6 | M 2 F 4 | F 2 | | M 3 | |
| Freshman Arts | 18 | | 11 | 3 | | | 4 | | | | |
| | | | M 3 F 8 | M 3 | | | F 8 | | | | |
| Freshman Sciences | 7 | | 2 | 4 | | | | | | | |
| | | M 1 F 6 | F 3 | M 1 F 3 | | | | | | | |
| Graphic Design | 64 | | 24 | 20 | 3 | 6 | 6 | 2 | | 3 | |
| | | M 30 F 34 | M 11 F 13 | M 8 F 12 | M 3 | M 3 F 3 | M 2 F 6 | F 2 | | M 3 | |
| Hospitality Management | 17 | | 11 | 3 | | | 2 | | | 1 | |
| | | M 14 F 3 | M 11 na | M 1 F 2 | | | M 2 | | | F 1 | |
| Information Technology | 31 | | 15 | 8 | 2 | | 6 | | | | |
| | | M 1 F 6 | M 14 F 1 | M 5 F 3 | M 2 | | M 6 | | | | |
| Interior Design | 223 | 3 | 102 | 53 | 2 | | 36 | | | 3 | |
| | | M 104 F 119 | M 3 | M 48 F 54 | M 29 F 24 | M 2 | | M 19 F 17 | | M 3 | |
| Management Information Systems | 31 | 19 | 4 | | 3 | 5 | | | | | |
| | | M 25 F 6 | M 15 F 4 | M 4 | | M 3 | M 3 F 2 | | | | |
| Marketing | 48 | 3 | 17 | 16 | | 3 | 6 | | | 3 | |
| | | M 42 F 6 | M 3 | M 17 | M 16 | M 3 | | F 6 | | M 3 | |
| MBA | 13 | 6 | 5 | | 2 | | | | | | |
| | | M 12 F 1 | M 6 | M 4 F 1 | | M 2 | | | | | |
| MBA Management | 29 | | 20 | 5 | | | 4 | | | | |
| | | M 20 F 9 | | M 11 F 9 | M 5 | | | M 4 | | | |
| MBA Marketing | 10 | | 4 | 5 | | | 1 | | | | |
| | | M 7 F 3 | | M 1 F 3 | M 5 | | | M 1 | | | |
| Mechanical Engineering | 73 | | 25 | 25 | 2 | 6 | 15 | | | | |
| | | M 64 F 9 | | M 22 F 3 | M 22 F 3 | M 2 | M 3 F 3 | | | | |

| Campus/ Major | Total Number | Akar | Beirut | Bekaa | Mt Lebanon | Saida | Tripoli | Tyre | Nabatiye | Rayak | TD |
|---|-----------------|-----------|--------|-----------|---------------|-------|-----------|----------|----------|-------|----|
| Nutrition & Dietetics | 87 | | 33 | 22 | 12 | 8 | 7 | | | 5 | |
| | | M 5 F 82 | | F 33 | M 1 F 21 | F 12 | F 8 | M 3 F 4 | | F 5 | |
| Radio & TV | 73 | | 34 | 22 | 5 | | 9 | | | 2 | |
| | | M 33 F 40 | | M 15 F 19 | M 17 F 5 | F 5 | | F 9 | | F 2 | |
| TESL | 34 | 7 | 7 | 13 | 4 | 2 | 2 | | | 3 | |
| | | M 2 F 32 | F 7 | M 4 F 3 | | F 13 | F 4 | M 2 | M 2 | F 3 | |
| Masters of BA | 20 | | 17 | 3 | | | 16 | | | | |
| | | M 15 F 5 | | M 12 F 5 | M 3 | | | M 4 F 12 | | | |
| Masters of Science in Mechanical Engineering | 1 | | 1 | | | | 16 | | | | |
| | | F 1 | | F 1 | | | | M 4 F 12 | | | |
| Mathematics | 7 | | 3 | 2 | | 2 | | | | | |
| | | F 7 | | F 3 | | F 2 | | F 2 | | | |
| TD | 72 | | 3 | 41 | | 1 | 27 | | | | |
| | | M 39 F 33 | M 2 | F 1 | M 23 F 18 | M 1 | M 13 F 14 | | | | |

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INCLUSIVE OPEN EDUCATION

>>SUMMARY

This paper is not an academic or scholarly contribution based on evidence; instead, it is more a personal meditation, a letter that aims to encourage the stakeholders to be open and to use inclusive approaches in their everyday lives and in the education process at all levels. Instead of trying to convince, the article tries to encourage the belief that I/we can do it. Holism as the basic method can lead us safely on a path of life that has not been walked many times before. Today, when this journey is easier to take than ever before, migration has become a more intensive part of life, in particular of the lives of young people, their academic journeys and training, and with these, mutual understanding that can bring a more stable global peace and coherence than ever before. Inclusive, open education opens up new dimensions of mutual, situation-based learning and, so it seems, of doing business as well. The holistic method, in combination with the principle of persistence and sustainability, ensures better movement and inclusion in a globalized world, which is why it makes sense to mutually upgrade these in everyday school practice.

>>KEY WORDS

holism, inclusion, open education, empathy, support/scaffolding

Knowledge for my dreams

EXPRESSION AS AN INTRODUCTION

Migration is natural: plants, animals, mountains, rivers, the rocks in them, winds, currents, seasons of the year migrate; so why shouldn't we? Using more humane approaches, we help mitigate coexistence and strengthen co-living. We organize ourselves at the level of the weakest link in the chain.

The bigger the differences, the more open the scissors of co-living. The wider the gap between the blades, the more difficult to adapt. The greater the diversity, the more intensive the wish. The more difficult it is to adapt, the greater the reward.

Sometimes when we see exhaustion on faces, the fighting spirit goes overlooked in the vision focused on success.

MAIN RESEARCH QUESTIONS

The current research question is **what principles of cooperation** should be followed when working with refugees and migrants in education. Refugees fleeing and migrants looking for a better life meet people from a new environment to whom this environment is familiar because they already live there and follow the nature of their personal and group objectives of (self)development.

How to get closer: Refugees normally do not relocate voluntarily, even less so their children. The new environment is typically unusual to them, perhaps also unsafe. The world is also new and foreign to migrant children seeking a place for successful co-living. Refugees and migrants usually speak their own language, one that differs from that of the people in their new environment, with whom they want to communicate, get closer and cooperate. They bring along customs from their old environment and are usually worried.

Identification of youth creating their future in some other more or less promised closed or open world is now put to the test. Also put to the test are mutual empathy, the level of acceptance and tolerance, the desire and capacity to be open to cooperation and supportive and inclusive co-living (in a community). How do we manage and at the same time safely encounter such a challenge?

» Refugees normally do not relocate voluntarily, even less so their children. «

Identification of teachers, educators and other professionals in social and health care services and other professional, service environments for the immediate provision of support in overcoming challenges is likewise put to the test.

Identification of adults/parents who support their children in the changing world and the process of the child's growing up: is this not also a challenge? How to heal the affected part and at the same time encourage a child's personal development is a complex social challenge.

THE HOLISTIC PRINCIPLE IS A PROPOSAL FOR COMMUNITY PROSPERITY

People have been migrating for centuries, and the education system has always had to adapt to such situations, which can often be emergency situations. Consequently, educators had to be equipped with the most suitable intervention mechanisms for successful learning, adaptation, improving resistance and monitoring the efficiency of improved quality of co-living. This is what historically led to the development of holistic education.

A holistic society is a community with values such as peaceful, creative cooperation, which emphasizes considerable amounts of inner positive energy – the wish for a better life for the whole community and with it adaptation – learning from life for the life here and now. This concerns not only a holistic alternative for a few people, but the most natural, global, open form of mutual, humane co-living, which is why the community wellbeing approach for a good life is used. This is thus not about a few individuals adapting to others, as one might think, a few newcomers who should integrate as best they can, but the adaptation of everyone because new interpersonal relations appear that are continually undergoing revitalization. A holistic approach to integration makes it less painful for everyone.

» A holistic society is a community with values such as peaceful, creative cooperation, which emphasizes considerable amounts of inner positive energy. «

Holism is an idea that realizes and complements the whole as a form of experienced contemplation since the days of yore. Maslow, one of the supporters of humanism and holism, therefore encourages the use of community-based, humanistic, self-development with self-actualization for independent development in the community. Holism provides opportunities for personal intellectual development; for emotional and social growth of creative potential and a good spirit in people, which is why holism believes in a positive environmental climate.

Holism develops the following in people: a sense of freedom, self-regulatory ability, flexibility in learning, social skills, development of personal character with the values of good life and the skills that show personal emotional or intellectual progress in social learning groups. In this way, everyone gains in the community, so that they can co-live well, not only in theory but as an attained objective.

CERTIFICATES ARE THE (“GOLDEN”) PASS FOR BETTER COMMUNITY CO-LIVING

in particular for young people in particular and to those included in lifelong learning who are at the beginning of their professional self-development. Knowledge offers the world(s) as opportunities, which is why people have to be able to find themselves and test their power.

If school once was mandatory and later became an investment, today it is required for personal self-development and self-regulation, for

learning self-respect and self-confidence, for learning about the relations and resistance in a relationship, for experiencing aesthetics as a basic human need, which not only teaches us what is beautiful in life but also teaches us comprehensive, balanced co-living in general (see Maslow).

» Holism educates the whole person; it enables him to transform through the learning process to previously unimaginable forms, looking for something better.. «

The tried and simple holistic type of education should improve the migration of nations. With this fact in mind and with some empathy, we seek appropriate strategies for us and at the same time monitor the strategies of those participating with us.

Holism educates the whole person; it enables him to transform through the learning process to previously unimaginable forms, looking for something better. Holism makes possible diverse connections with diverse sources of learning, flexibility in decision-making and movement, management and organization of activities, motivation-based directioning of astonishment and the wish to reach the objective, innovative forms of discovering the new, giving meaning to new things and so on.

The teachers support the students in meta-learning, in interdisciplinary leaps in the open, learning society, and they expect that one plus one will result in (not two) three.

» If school once was mandatory and later became an investment, today it is required for personal self-development. «

Holistic education offers students values and their development, their whole earth ideas and wholefoods. In this way people can spot opportunities on the global, not local and specific level; with diverse views and dimensions of insights, creative minds are created. The holistic approach puts forward opportunities instead of fairness; it encourages interaction instead of competition; it favors the bottom-up approach instead of hierarchy.

THE PRINCIPLES OF INCLUSIVE OPEN EDUCATION

Student classes as social groups are open communities; they are few and diverse. These communities are heterogeneous in age, ability, interests and learning styles that respect personal uniqueness and encourage a healthy as well as happy personal development. According to Senge, however, only self-responsible learning communities can do that. Scott proposes a transfer from an alternative holistic school to standard everyday public schools. Holistic schools have a school-based curriculum tailored to the needs of every student and considering the learning magnets of each student, the content that attracts, the stories about success, and support that provides free access to the learning resources.

Teachers in holistic schools are aware that each student is attracted by something and that it is necessary to address and cultivate his power.

Holistic teachers leave the work method to the decisions of the students because they know this is the most intimate right of every person. Teachers and educators monitor the student's learning style and cultivate it in good spirit, while presenting to the students various sources of knowledge. Every person follows his biological evolution, and in this way develops the functional system of adaptation; he develops resistance to problems in the environment. He develops interaction in order to be able to facilitate avoidance; he adapts influence for his drive and self-development.

If students do not feel power and external support, they will "shrink" or even "freeze" by self-regulation. Self-development mechanisms will wait for better times. Natural regulatory mechanisms adapt the objectives and paths of personal development to the abilities and opportunities of the learning environment and social interaction in order for students to experience desires not yet experienced. Bandura and Zimmerman and many others have written about that. Everyone use their skills and adapts these depending on their needs; they build their own instructions, choose and develop their own memory. To achieve self-preservation, students adapt to extremes, in particular for shorter periods of time; they can do so if the desire is stronger than the barriers and if there is optimism to overcome obstacles.

» Teachers in holistic schools are aware that each student is attracted by something and that it is necessary to address and cultivate his power. «

The teacher is guided by the following pedagogical principles that encourage a holistic learning philosophy:

1. He ensures continuous mutual communication and a happy and safe learning environment.
2. He encourages the wellbeing of everyone and asks the question: "Are my students happy?"
3. He fosters relationship of respect. Respect manifests itself as positive social interaction, as knowledge that shows how people take care of each other and whether they can do it.
4. He has high expectations together with encouraging positive feedback.
5. The teacher's passion or inner motivation for teaching and learning is the basic desire to encourage positive values.
6. Social responsibility outside the class in extracurricular activities and integration in the community outside school are also close to teachers with empathy.

It is easier for students to implement these principles if they know each other and know each individual's preferred learning method. If the teachers know the subject and the teaching methodology; if they are innovative in planning and monitoring the effects of their own teaching; if they create a supportive, safe and pleasing learning environment; if they monitor learning and provide quality feedback to students about their learning; if they are themselves included in the learning community of teachers, in professional development and cooperation with parents and experts in self-fulfilment.

THE HOLISTIC APPROACH WITH VITR

If we add the principles of VITR (vzgoja in izobraževanje za trajnostni razvoj - education for sustainable development), we strengthen the following: responsible attitude towards ourselves, others and nature, ethic principles, the respect of human rights, integrativity, integration abilities, crosscultural aspect, creative mind and awareness; we also highlight lifelong learning and partnerships. VITR supports and ensures a more sustainable holism (a more comprehensive support system) so that it implements acceptance, inclusion, tolerance, openness, diversity, initiation and spreading of ideas, project collaboration, designing new innovative prototypes and a permanent dialogic relationship.

Holism works in theory. However, our current research question is: How does it work in practice? What are the life stories of refugees, migrants, citizens, teachers and others in mobile societies?

1. It is not good if you have to wait for others to bring you a meal. It is not good if your life comprises sleep and three meals. Waiting is unhealthy for young people who want successful lives. Experience shows a shortage of societal openness to new opportunities and at the same time passive waiting of young active people.
2. Life behind a net is not good. Your dreams get stuck on barbed wire; you shiver with cold at dusk when you are looking into the distance. You want freedom and opportunity; you want to share your life with others. It sometimes happens that you want to stay behind the border because you are safer there. Experience shows an immature way of solving migration travel.
3. We became intelligent the moment we became aware of our existence, and we develop intelligence by unravelling life in communities. The fittest survive by maintaining stability, when we add the correct mixture of love and hate to the relationship, enough fighting and cooperation, giving and taking, greed and generosity and thus shape our knowledge and behavior, our co-living and life (after Darwin in Dawkin's The Selfish Gene).

» Ever since they have existed, people have been moving, looking for better lives, emigrating and becoming nomads. This is in our blood. We have all come from somewhere and are going somewhere.. «

4. My personal experience showed me seriously that migration is nothing unusual. Ever since they have existed, people have been moving, looking for better lives, emigrating and becoming nomads. This is in our blood. We have all come from somewhere and are going somewhere. We are seeking a better place under the sun and are used to going abroad in search of a better life. This applied to our grandfathers and grandmothers or our parents, or it will to our children or grandchildren. Sometimes we move south, sometimes west, sometimes north or east. Both the progressive and the miserable ones migrate. Some

travel to take, others to give; we all trade and share. We are not inexperienced. We have solutions – even simple ones. The glance between two people when they meet and shows that they know each other's temperature and temperament. A kind look is just right for making contact that starts and endures, that strikes up a conversation and brings people closer together. Everyone offers what they have as teacher or student and shares their knowledge. Success brings more success and bears the fruits of mutual cooperation and support. All genes want to last, in teachers and students alike, which is why we transform: with love, by satisfying needs, by making life sensible and with the development of and belief in the values of co-living. It seems so simple. Why then fear, anger and dissatisfaction? Perhaps only because of the initial, temporary misunderstanding of each other's wishes?

5. Alternative educational principles from the past, the Summerhill School, the Maria Montessori school and others, show the options that survive today and bear fruit. Dewey's organic schools show that quality self-development is possible in social and capitalist societies when they are open to cooperation, when people do not threaten each other. Sometimes preventive educational measures are necessary, sometimes interventionist ones. What matters in both is the form of monitoring and detecting favorable and unfavorable conditions in order to solve problems as soon as possible.

» People have to be and are adaptable. People have to be and are resilient. Everything is easier in an open society. «

6. People have to be and are adaptable. People have to be and are resilient. Everything is easier in an open society. We can find such examples in various technical and literary books by experienced authors (e.g., A Tree Grows in Brooklyn by Betty Smith, The Signature of All Things by Elizabeth Gilbert, Alma Karlin's diary etc.). Everything is easier if one has a vision, and it is even easier to continue when there is professional and well-considered support.
7. In cooperation with educational institutions and the National Education Institute of the Republic of Slovenia, innovative teachers have developed various didactic innovations to open education to the environment and provide support to individual students in the learning communities. A positive and applicative value was attached to the following everyday notions that are used in teaching: the learning stage; stories as a learning focus; learning outdoors, in nature and in the immediate work environment; intensive cooperation with experts and in various social groups; learning with humor/laughter, with dogs, dolls, through games, through movement, with ICT support and friendship. These notions have enriched the learning ambience to create a better understanding of the social and learning relationship.

8. Research and discovery with formative monitoring that is constructive and compassionate has improved the process of learning and presenting knowledge. The use of mathematics as a universal language, the use of English as the language for getting closer together, fine arts and musical expression for getting to know each other and sharing impressions show the efficiency and thus a positive learning opportunity. Observing natural phenomena along with a creative way of seeking explanations for these in the lab, plus exchange and implementation of ideas have all raised the quality of learning achievements and encouraged the majority to be proactive.

9. An optimistic view of what the parents, the child, his peers, the teacher and others can do for better relations is briefly presented by the following hints:

- **Parents:** They monitor, encourage, defend etc.; they find the best possible ways and become role models.
- **Child:** he learns how to calm down, understand, support, cooperate, relay, express (himself), be creative etc.
- **Teachers:** They use empathy to solve, enable, risk, encourage and remain open for cooperation.
- **Peers:** They try to get closer, cooperate, create, play, express, accept, be resistant, self-regulate etc.
- **Professionals/employers/others:** They direct, provide opportunities, take chances, encourage, create, present, enable etc.

All agents are stakeholders in the participatory circle or process with the aim of reducing distance and achieving lifelong inclusion in a globalized world.

10. Social groups and learning groups are not the same. Socialization in class and beyond it, during breaks and extracurricular activities or in spare time is one thing. Intensive, in-depth learning means intensive adaptation; it means understanding and expressing what has been learned, which is a much more intimate mental activity for individuals, a more or less intensive frustration/stressful situation. Both types of socialization or adaptation require time, patience and safety for everyone. Experientially, we can connect the two types in a holistic way; we can make them meaningful with the aim of enhancing dedication and their effect.

11. Social learning groups not only exist in schools but also in the living environment, in services such as healthcare, social care or the economy, where leadership and management intertwine in the cultural and business environment. Simulations, games, incubators and laboratories for comprehensive strengthening of families can constitute an encouraging learning environment for the development of modern multicultural co-living in a holistic sense. In more open future schools, generations from diverse environments will cooperate among themselves, experts and employers; the young will learn from those with experience and vice versa, and ideas will be shared in primary forms to create a better world. Innovative forms of learning that transform the way of thinking should provide equal opportunities for participation. Every person (young and old) has a quality that

they can share to enrich the present time for a healthy future development.

12. Openness can be provided in various ways: a) as the opportunity to access resources, communicative channels, forms of mutual communication, participation (inclusiveness) and provision of support; b) as freedom of thinking, defining learning objectives, forms of monitoring and encouraging learning as a form of researching discovering and presenting knowledge and inventiveness; and as a c) learning approach for connecting/ associating content, disciplines, methods and forms of work, connecting deliberately the heart and the brain as well as the extremities in the development of quality active learning, the development of intuition, passion, desires, mutual inspiration, original interpretation or expression of findings and insights for new ideas and the construction of a common image of the world.

ENCOURAGEMENT INSTEAD OF CONCLUSION

Elon Musk encourages us to see each day as an opportunity to be amazed and creative and not to see the world as a pile of less or more insoluble problems. Insight always shows new opportunities and potential for self-development in communities.

Jonathan Livingston Seagull is a short story by Richard Bach about a seagull and his trying to learn how to fly, about innovative self-fulfilment that resembles the stories of many migrants who go around the world with the ambition of finding a place for to develop their creativity, make a breakthrough in life and provide better living conditions for their children, help others and so on. Some refugees have similar intentions; however, others may have different ones, or be homesick and want to return home. Temporary and/or more permanent migrations are easier to accept if people are safe to explore, discover and adapt in order to accept and share with others in the learning communities.

What applies is the following research question: “How to provide inclusive adaptive environment for accepting holistic impressions and expressions?” For this reason, the following educational question also matters: “What are the best learning and teaching methods?” The suggestion is as follows: open learning environments, which can be certified schools complemented with informal forms of learning (certificates by various educational institutions such as museums, research clubs, associations, societies, laboratories, think-tanks and the like) and informal learning (where individuals develop prototypes at home, build models and products, learn/adapt/grow in a natural way and use resources of their own choosing). Such a combined form of education is beneficial for everyone.

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EDUCATION OF IMMIGRANT CHILDREN IN THE SLOVENIAN ELEMENTARY SCHOOL SYSTEM

>>SUMMARY

Mass migrations to Europe pose a challenge to individual European countries. Slovenia, too, must consider how to empower the immigrants and, in particular, how to organise education for immigrant children. The article presents the background documents, the relevant projects and the training courses for the education of immigrants that have been developed in Slovenia over the past years. The author specifies some of the problems encountered by immigrant pupils, their parents and education professionals in schools. The 'Intercultural Workshops', aimed at facilitating the entry into school for immigrant pupils and their parents, serve as an example of good practice, showing how to prepare immigrant pupils and their parents for the new school and cultural environment and make them easily master the basics of Slovenian language.

>>KEY WORDS

immigrant pupils, learning assistance, elementary education and training of immigrants, intercultural workshops

INTRODUCTION

The media report on growing numbers of displaced persons leaving the turbulent Syria, Afghanistan, Iraq and the African countries on a daily basis. All these people take to the road because of war, poverty, poor living and climate conditions, hoping for a better life. They hope Europe will offer them shelter where they will be able to get back to living. Yet, the European countries are not ready for such a mass arrival of refugees. The latter come by sea to Greece or Italy (according to the UNHCR, 331,378 in 2016 alone), or by land, taking the Balkan route further into Europe. Between April 2011 and August 2016, Europe recorded as many as 1,151,865 asylum applications lodged by Syrians (UNHCR data). Considering that the above figures do not decrease and that refugees are virtually at our door, Slovenia, too (under the refugee quotas for European countries) must consider accepting them in the Slovenian environment and how to empower them. In such regard, besides other measures and supports, a significant role is attributed to training and education adapted to the refugees.

1. BACKGROUND DOCUMENTS, PROJECTS AND TRAINING COURSES FOR THE EDUCATION OF IMMIGRANTS IN SLOVENIA

In the course of my one-year employment in 2014 as learning assistant for immigrant pupils in elementary school, I was faced with the challenge of finding the relevant background documents to serve as a basis for a quality learning assistance to immigrants.

I drew information and guidelines for work with immigrants from the Guidelines for the Integration of Immigrant Children into Kindergartens and Schools, the Strategy of Integration of Migrant Children, Pupils and Students into the Educational System in the Republic of Slovenia, the doctoral dissertation of dr. Marijanca Ajša Vižintin 'Intercultural Dialogue and the Inclusion of First-Generation Immigrant Children in Slovenian Primary Schools' (2013) and from the experience of education professionals employed in primary schools. I also attended a training course for education professionals in primary and secondary schools of the Podravska region to implement the programme 'Successful Integration of Immigrant Children into Education', held under the project 'Developing Interculturality as a New Form of Cohabitation'.

The past years saw several projects on the education and training of immigrants. To name just a few: Professional Bases, Strategies and Theoretical Frameworks of Education for Intercultural Relations and Active Citizenship (www.medkulturni-odnosi.si/), Educating for Diversity (www.eduka-itaslo.eu/), Challenges of Intercultural Co-Habitation (www.medkulturnost.si/), Development of Teaching Material for Slovenian as Second/Foreign Language through Courses for Various Target Groups and Seminars for the Providers thereof (<http://centerslo.si/za-otroke/projekti/razvoj-ucnih-gradiv/>), Integration of Migrant Children, Pupils and Students into Education 2008–2011 (<http://centerslo.si/za-otroke/projekti/migranti/>), Le z drugimi smo – a project for enhancing social and civic competences (www.lezdrugimismo.si/), etc.

In addition to the above, conferences, seminars and consultations were organised, all dealing with the education and training of immigrants: in 2014, the National Education Institute (NEI) organised two thematic conferences – 'Educational Work with Migrant Children in Primary Schools' and 'Comprehensive Integration of Immigrant Children into Kindergartens and Schools – Implementing the Guidelines'; in November 2015, the Anna Lindth Foundation (ALF) organised the forum 'Stronger Together III' showing refugee empowerment practices from Turkey, Spain, Malta and Greece; in March 2016, the Ministry of Education, Science and Sport (MESS) held a conference on 'The Slovenian Educational System and Integration of Children of Applicants for International Protection and Children with International Protection'; in June 2016, the International Organization for Migration (IOM) organised a two-day interdepartmental consultation with experiential workshops entitled 'Strengthening Intercultural Competences of Health Care, Social Care and Education Professionals'.

2. SPECIFIC PROBLEMS ENCOUNTERED BY IMMIGRANT CHILDREN, THEIR PARENTS AND EDUCATION PROFESSIONALS IN SCHOOLS

This section indicates some of the problems perceived in the education of immigrants in the school years 2013/14 and 2014/15:

- Insufficient number of hours to teach Slovenian to immigrant pupils. Example: for 13 immigrant children enrolled in primary school for the first or second year, the school received funding for 70 additional hours of Slovenian for the entire school year. Such additional hours are approved by the MESS upon request by the school. If the school is entitled learning assistance, it may employ – through community work placement – an education professional to provide such assistance and help teaching Slovenian language.
- A significant problem arises because immigrant pupils are often assessed (too) quickly. In relation to non-assessment and promotion of immigrant pupils, Article 28 of the Rules on the Assessment of Knowledge and Promotion of Pupils in the Elementary School (Official Gazette of the Republic of Slovenia No. 52/13) provides: "At the end of the school year in which an immigrant pupil has been included into primary education in the Republic of Slovenia for the first time, such pupil may be non-assessed in individual subjects and be promoted to a higher grade ... In the following years of schooling, the immigrant pupil is subject to the same provisions regulating promotion to next grade as all other pupils." This means that in terms of assessment of knowledge, immigrant pupils are treated equally to children whose mother tongue is Slovenian already in their second year of schooling. Thus, within one school year, immigrant pupils must learn Slovenian to a degree such that they can keep up in class (level B2). This is of course even more difficult if the pupil originates from the environment of a different linguistic family (e.g. Albanian), or if he/she joins school toward the end of the school year and only has a few months to learn Slovenian.
- Inclusion of immigrant pupils into the National Assessment of Knowledge (NAK) – the National Examinations Centre (NEC) instructs as follows: "The NAK is mandatory for pupils in Years 6 and 9. Pupils

take the NAK in the school in which they are enrolled. Adults and immigrants whose mother tongue is not Slovenian and enter Years 6 or 9 of elementary school for the first time, as well as pupils who attend an adjusted educational programme with lower educational standard (LES), take the NAK voluntarily” (NEI and NEC, 2013). This means that in the first year of schooling they take the NAK voluntarily, while in the following, i.e. second year of schooling the NAK is mandatory. Consequently, NAK results in schools that have a large share of immigrants are lower.

» *Insufficient number of hours to teach Slovenian to immigrant pupils.* «

- The immigrant pupil is allocated to class depending on his/her age, which is proved with an official document. Background knowledge is not assessed. This is a problem since not all the countries have the same curriculum; hence, a pupil lacking background knowledge in a specific subject finds it hard to keep up upgrading knowledge.
- There is no single guideline to teach immigrant pupils. Our school used the material developed by the Koper elementary school, the material provided by the NEI, paper and electronic dictionaries, and material of its own production.
- Lack of professional competence of education professionals for teaching immigrants. It is up to the education professionals in school to obtain the relevant knowledge, undergo additional training, differentiate classes for immigrant pupils, spend their free time to develop additional material or provide additional explanations of the learning content.

» *A significant problem arises because immigrant pupils are often assessed (too) quickly.* «

- The parents of immigrant children (mainly mothers contact the school) do not come to school very often, they have no contact with the form teacher. The possible reasons include the lack of knowledge of the language and/or of the functioning of the school, fear of not being accepted, etc. Therefore, when integrating immigrant pupils into the school system, we should also think of their parents and the local community. An attempt to overcome such difficulty is the event presented in the following section.
- Raising awareness among pupils, immigrant pupils, parents, education professionals and the narrow and broader community. Besides learning the new language, it is important for immigrant pupils and their parents to learn the new/different culture, customs and habits; likewise, the narrow and broader community needs to be introduced to and made aware of other cultures. The respect for and the equality of all inhabitants of Slovenia are to be highlighted.

3. INTERCULTURAL WORKSHOPS IN THE SLAVA KLAVORA ELEMENTARY SCHOOL, MARIBOR

In order to make immigrant pupils in our school and their parents overcome the fear of the new school and the new cultural environment

and achieve some basic knowledge of Slovenian, we decided to organise the ‘Intercultural Workshops’. The workshops addressed various topics and achieved the set goals, namely social and cultural understanding, accepting the new school and cultural environment, and learning the basics of Slovenian language.

3.1 The conceptual design of the ‘Intercultural Workshops’

Considering the numerous migrations, also the Slava Klavora elementary school, Maribor needs to deal with a growing number of immigrant pupils.

In order to prepare the immigrant pupils and their parents for the new school and cultural environment before the actual start of the school year, the education professionals in our school organised the ‘Intercultural Workshops’ taking place in the last week of August (25 to 29 August 2014).

» *A significant problem arises because immigrant pupils are often assessed (too) quickly.* «

The basis for the ‘Intercultural Workshops’ were the background documents mentioned in the first section, while the idea and the courage came after attending the regional training course for education professionals in primary and secondary schools of the Podravska region to implement the programme ‘Successful Integration of Immigrant Children into Education’, where Ms. Mojca Jelen Madruša, who had been organising introductory courses for immigrant children at the Koper elementary school for years, ‘woke us up’ and encouraged us to be bold.

3.2 Preparation of ‘Intercultural Workshops’

The ‘Intercultural Workshops’ were based on a programme specifying the course, the objectives, the content, the resources and the classroom where the workshops would take place, as well as the methodological and didactic concept and the expected results.

We produced a multilingual invitation for immigrant pupils and their parents, inviting them to join us at free, five-day intercultural workshops; a multilingual registration form was enclosed.

The invitations and registration forms were delivered to immigrant pupils and their parents in the following ways:

- parents and immigrant pupils not yet attending elementary school were delivered the invitations to their home addresses by myself and a 9th grade pupil whose mother tongue was other than Slovenian;
- immigrant pupils who were already attending our school were delivered the invitations and registration forms in class;
- parents of immigrant pupils who came to our school to enrol their children were delivered the invitations and registration forms upon enrolment.

Before commencing with the workshops, we made adequate arrangements in a classroom of grade 1, given the large number of 1st grade immigrant pupils.

The content and organisation of workshops was entrusted to five education professionals in our school: two class teachers, a pedagogue, a special pedagogue and a provider of learning assistance to immigrant pupils, assisted by a trainee. They also prepared all the didactic resources necessary to carry out the ‘Intercultural Workshops’.

3.3 Conduct of ‘Intercultural Workshops’

The participants of the ‘Intercultural Workshops’ were welcomed at the school entrance by a multilingual welcome sign.

On the first day, the participants were escorted to the classroom. The path was adequately marked.

Each participant received a booklet designed by the school’s education professionals in which they could write and draw.

The content of the workshops was differentiated and thus appealing to both young and older workshop participants.

The 5-day ‘Intercultural Workshops’ included:

- participants’ introductions – both the organisers and the participants introduced themselves using a puppet;
- presentation of Slovenia (geographic position in Europe and in the world, capital, regions, etc.) and of the Slava Klavora elementary school (school premises and staff);
- presentation of national symbols and free time (in Slovenia and in the participants’ countries of origin) – the participants produced posters presenting the basic characteristics and symbols of their countries;
- presentation of customs, habits and national holidays in Slovenia and in the participants’ countries of origin (visit by the Slovenian traditional carnival figure kurent, eating doughnuts, dancing the ‘Albanian’ way, etc.);
- cooking traditional dishes from individual countries (we cooked international dishes and tasted them together with other school employees).

On selected days, we danced traditional Slovenian folk dances and sang folk songs. The participants enjoyed the dances and the songs very much.

In the conduct of the workshops, we were assisted by former pupils whose mother tongue was other than Slovenian. They turned out to be an indispensable feature of the intercultural workshops, sharing experience with the new immigrant pupils and their parents and helping them overcome the language barriers.

The ‘Intercultural Workshops’ at the Slava Klavora elementary school, Maribor were attended by eleven families originating from four different cultures. Individual workshops were attended by approximately 30 participants.

3.4 Impressions of education professionals and participants

With the various activities organised in the framework of the five-day ‘Intercultural Workshops’, we achieved the set goals, namely social and

cultural understanding, accepting the school and cultural environment and learning some basic phrases in Slovenian.

The participants’ impressions were very positive. They welcomed the selected content and wished such joint activities continued as they allowed them to learn Slovenian as quickly as possible.

The successful ‘Intercultural Workshops’ and the participants’ expectations for future cooperation provide an incentive and a guideline for education professionals to continue working with and organising activities for immigrant pupils and their parents throughout the school year.

CONCLUSION

The current situation in the world and the increasing migrations from the Middle East to Europe have and will have a significant impact also on Slovenia. We need to be ready to provide help and support to the immigrants. We need to consider how to empower them for their future life. One effective measure is adequate education and training. In recent years, various players in Slovenia (schools, NGOs, ministries, etc.) carried out projects and organised conferences and other events, thus contributing to the education of immigrants. Unfortunately in practice, i.e. in schools, we still encounter problems which could be solved by introducing a comprehensive, unified and detailed system applying to the entire education of immigrant children. In any case, we should connect with various players in Slovenia and other countries that have been educating immigrants with success for years.

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MULTICULTURALISM, MIGRATION AND MIGRANT CHILDREN AT SCHOOL

>>SUMMARY

Slovenia has a long history of migrations by individuals and groups from other environments and cultures. Globalization, along with European integration processes has intensified migration. If past and present migrations are compared, we can say that they are dealt with more systematically today and that more comprehensive approaches and strategies are used for the integration of migrants.

Multiculturalism is understood as the coexistence of different cultures with no interaction, while interculturality is understood as dialogue and interaction between different cultures. We talk about plural societies, diversity as enrichment for the environment and development of common culture in society. We understand this as openness towards others, as humanity, flexibility, and creativity (Nieke, 2001).

Migration can also be understood as a lever of economic development. This is based on the assumption that immigrants want a better life for themselves and their families. They want to be equal in the new environment. Training and education are seen as important factors in successful inclusion of children in the new environment, provision of successful personal development and participation in work and social life. An active and knowledgeable individual is more likely to be integrated in society, to develop personally, and to find work and happiness in society. Learning for a multicultural society requires more knowledge from the field, a more active role and a systematic approach at school. The most vulnerable group of students are migrant children because they generally know the least about their civil rights and thus are potential targets of social exclusion.

>>KEY WORDS

multiculturalism, intercultural education, migration, immigrant children, school

INTRODUCTION

The purpose of successful integration of children in kindergartens and primary schools is to eliminate learning difficulties, help them learn a new language and reduce intercultural differences. All integration strategies are based on universal human rights and children's rights (Guidelines 2012). The strategies aim to make all immigrant children feel welcome, successful and content in the new environment. However, each culture and individual is special, and must be considered in order to have a successful multicultural society such as today's European Union. The main challenge regarding integration into a successful knowledge-based society concerns underachieving students. According to many studies, immigrant children have more difficulty as adults when trying to successfully integrate into society. Migrant children are at risk of having an inadequate education level, greater socio-economic differences and of being caught in this pattern from one generation to the next. The domestic environment is very important for the child, who learns there the values, views, prejudices, work attitudes, knowledge, social activities and views on the broader society; all of these are transferred in school, where the child's relationship towards civic activities is created.

Research problem

Young people (8th grade primary school students who were included in the study) are inactive citizens because they lack knowledge about interculturality and its forms. They thus do not participate in cultural, economic, political and social affairs. Their civic and citizenship education is thus lacking, and it is necessary to improve the ways and methods of providing it at school and include students in society. The care for values (solidarity, equality, tolerance etc.) is particularly important.

» All integration strategies are based on universal human rights and children's rights. «

The children of immigrants, migrants and other vulnerable groups increase their potential if they engage in different forms of active citizenship. The main risks for immigrant children include a low level of education, early school leaving and thus unsuccessful social integration.

Education plays a key role in addressing problems with socio-economic, technological and other areas of life in the community. Citizenship requires political, social, economic and cultural literacy. Social, civic and citizenship competences are among the most important ones in education. If an individual wants to be an active member of society, he needs the appropriate knowledge, skills and attitude.

The article presents an in-depth method for approaching this topic on the basis of the international ICCS study, which examined civic and citizenship education and includes data from Slovenia and other countries (2009, 2016).

The following aspects will be examined for the forthcoming study:

- identity and civic identity,

- civic equality (attitude towards immigrants),
- expected future political participation (question 27: individual's immigrant status, 31: what level of education do you expect you will reach?, 32: how many books do you have at home?, 43: attitude towards immigrants, 49: extracurricular activities (own activity, interests).

Aspects of students' personal and family background also matter in understanding multiculturalism (gender, socio-economic status, language background, familiarity with citizenship and democracy concepts etc.). Let us first look at the general theoretical starting points for migration.

General theoretical starting points for migration

Slovenia is once again an immigration country; however, the main immigration target area cannot be determined (Lapuh, 2011, 69). Modern international migrations are connected with globalization and national integration, which have facilitated modern migration currents in the EU. The currents, in turn, are influenced by national policies. The borders for regional and daily migration have changed with the coming of internally open borders within the EU and the free flow of people, capital, goods and services. The structure of migrants has also changed.

Slovenia's recent history comprises two important milestones: independence in 1991 and EU membership in 2004. As a result, mobility is now part of our everyday life (Lapuh, 2011, 70). Several studies have been carried out in this field. The Institute for Economic Research Ljubljana conducted a study entitled Migrations in Slovenia in the Light of EU Membership (Bevc et al., 2000b). The study focused on researchers and students as migrants (Bevc, 2010).

» The main risks for immigrant children include a low level of education, early school leaving and thus unsuccessful social integration. «

As a country of renewed emigration, Slovenia is talking about the brain drain. Researchers, managers, diplomats and a variety of experts are leaving the country, which has caused considerable financial damage and loss. These migrations are dispersed, as are their causes. Every change in the work environment leads to uncertainty.

The essence of every migration is that the individual wants a new life, new friends and identification with an unknown culture and customs. Assimilation is the result of the need to adapt and find a new identity, while maintaining the old one (Lapuh, 2011, 70). People with international experience can be seen as new capital for their homeland, even if they are lost temporarily (Večerni gost, 2009).

Migration is a change in a person's place of residence. International migration is caused by geographical differences in job opportunities (Massey, 1993). The term "contemporary Slovenian diaspora" relates to Slovenians dispersed around the world after Slovenia's independence in 1991.

The main problem in researching migration is the incomplete and incomparable statistical data. Categories, methods and techniques of recording data change. The standardised EU-EUROSTAT statistical tool also has its problems. It depends on data that is entered by individual member states (Slovenija in Evropska unija, 2003). Migration data is sent to EUROSTAT by the national statistical offices and ministries of internal and external affairs (EUROSTAT Yearbook, 2003).

Migration usually refers to a change in permanent residence. We talk about migration when the migrant disconnects from his past place of residence and relocates to a qualitatively different one. We distinguish between two different notions: emigration, which means moving from the original environment and immigration, which relates to a new target environment.

Migration can be divided into the following categories: temporary and permanent, urban, rural, intraurban, transregional and international. Other classification criteria exist. Emigration is also connected with international migration.

USA considers an immigrant as a foreign national who has officially entered the country and whose previous permanent residence was outside the territory of the United States and who

settles permanently in the US (Ilc, 2006).

Reasons for migration are various, from political, religious and economic reasons for seeking a better life, to war or other types of conflict. Individuals create new lives and family with migration, make new friends and ultimately identify with foreign cultures and customs. Assimilation is the result of the need to adapt.

We distinguish between three categories of migrants regarding the duration of residence:

- stays of under three months of uninterrupted residence abroad are not considered migration,
- a stay of 3-12 months abroad is defined as short-term migration and
- a stay of more than a year is considered long-term migration.

In accordance with the statistical methodology currently used in Slovenia, any migration is considered international if the citizen of the Republic of Slovenia has registered or unregistered permanent residence, regardless of the duration of the stay abroad (Lapuh, 2011). Emigration from Slovenia is on the increase.

The history of migration

The area inhabited by Slovenians has been subject to emigration for a long time. This phenomenon began in the 19th century, owing to the high birth rate and growing agricultural population (Medved, 1999). 52 million people emigrated from Europe between 1829 and 1930. They went to the USA, Canada, Australia, South Africa and New Zealand (Jones, 1990). Women from Primorska worked in Egypt as wet nurses, nannies and servants (Drnovšek, 2010).

After WWI, emigration was continental (Ravbar, 1974), towards the industrial parts of Europe. Reasons for this wave of emigration were economic, political and ethnic (Drnovšek, 2010). Forced emigration

includes emigrants (expellees) from WWII who relocated to Germany, Italy, Croatia and Serbia. Emigration after WWII was political (Ravbar, 1974). Refugees dispersed across the globe to Argentina, Canada, Australia and the USA (Drnovšek, 2010).

In the late 1960s and 70s, Slovenians started emigrating to more developed countries, both Western European countries and the US, Australia and Canada. This phenomenon came to be known as “zdomstvo” (Medved-Cvikl, 2008), which roughly translates as “those who are away from home”. Their work abroad extended to a decade or more. Their main motive was better pay and employment.

In 1991, 26000 people worked in Germany, 7610 in Austria, 4068 in Switzerland, and 2839 in Italy, followed by France and Sweden with around 1000 Slovenians each (Zupančič, 1998).

After independence, cross-border migration of workers increased considerably, in particular to Austria (Bufon, 1997). Daily migration of workers today represents an important cross-border current with many consequences and traces on both sides of the border (Lapuh, 2011, 73).

Migration policies of EU Member States

According to current EU internal migration policy, each member state stipulates its own migration legislation in accordance with tradition and economic needs and thus controls illegal migration (Bevc et al., 2000a; Frank, 2004).

With the implementation of the principle of free flow of people, capital, goods and services, the internally open borders within the EU have changed the borders of regional and daily migrations of people and their structure. It is legal to reside without registering residence for up to six months (Bevc, 2000a).

In 1985, Member States signed the Schengen Agreement, which ensures the free flow of people within this area. All EU citizens have the right to live in any Member State under certain conditions and restrictions (Nolan, 2000).

- » Integration of children and adolescents is stipulated by various EU strategies. National strategies highlight the conditions for successful learning regardless of differences. «

Member States want to allow the free flow of workers among themselves. More favorable conditions apply to internal migration than to external (Bevc 2000a). The Eures system was established with the aim of encouraging free flow between Member States. However, a hierarchy applies, favoring home citizens in employment (Zaposlovanje EU, Bevc 2000a; 2000b). In this way, the labor market remains even throughout the area (Bevc et al., 2000b).

Mobility has thus become available to everyone, in particular the young.

To sum up, migrations are influenced by a combination of economic, political and social factors. These include the “push” or drive-away

factors and the “pull” or attraction factors (Pirc, 2003). People see migration as an investment. Studying and work are the two most common reasons for migrating abroad. Regarding employment, good jobs or salary offers are reasons for relocation; a diplomatic posting may also be a reason. Migrants see the EU as a single labor market. As many as 42% of emigrants get a job for which they were trained in Slovenia (thus implying brain drain and financial loss).

Students study abroad because of the attraction of well-recognized universities, because certain study programs are unavailable in Slovenia, or because they have been invited to attend postgraduate studies abroad. Other reasons include partners, the economic situation, language, culture, level of development, greater opportunities and the situation in Slovenia (Lapuh, 2010).

A quarter of modern Slovenian emigrants have relocated permanently. Some return to Slovenia only because of family and old friends (Lapuh, 2010). New emigrants from Slovenia represent a new Slovenian diaspora; most are younger than 35, half are employed and 36% are students (Lapuh, 2010).

Living abroad is a difficult experience for emigrants, but also an opportunity to reach the desired standard of living. This depends on a sympathy of the environment, resourcefulness, innovation, the presence of entrepreneur-favorable legislation, the national policies etc. (Lapuh, 2010).

In brief, emigration and immigration flows are changing modern societies. The area of education is likewise changing – both in the family and within the school system, which, in turn, influences society as a whole. Since this process is irreversible, modern society also changes the area of education.

- » The attitude towards migrants often involves clichés (based on stereotypes about religion, food and clothing), and it does not allow individuals to be personalities and individuals. «

Integration of children and adolescents is stipulated by various EU strategies. National strategies highlight the conditions for successful learning regardless of differences (one such example is the region of Pomurje). The declaration of children's rights supports equality, openness, respect, democracy, equal gender opportunities etc. What is important is crosscultural education, which enhances the identification of new cultures as a new value in society, the development of international competences, learning foreign languages, cooperation with the community and other values.

Civic and citizenship education, as we understand it today, encourages positive personal values and attitudes towards immigrants (young people as citizens form their attitudes towards immigrants based on their experience in school and beyond). The attitude towards migrants often involves clichés (based on stereotypes about religion, food and clothing, and it does not allow individuals to be personalities and individuals). Civic and citizenship education has several dimensions: it includes political literacy, active participation (of children) in society,

acquisition of knowledge and development of attitudes and particularly values towards other types of people and their culture, language, habits and way of life, as well as respect for diversity.

Interculturality at school and the international ICCS survey

The international ICCS survey is coordinated by IEA. Slovenia was included in data collection as early as 1999 (CIVED). It also participated in the survey in 2009 and in 2016. The survey is based on a research framework (the context of civic and citizenship education from various aspects that must be considered in the test) and a contextual framework (this includes the factors that can influence students' results and condition their views).

This way, young people understand the role of citizens in modern society based on experience and activities at home, at school, in class and society in general (Klemenčič 2014, 233). The study is based on various contexts (national, community, school, class, home environment and society), predispositions (SES, language, school features) and processes (education policy, style of teaching, experience and participation). In other studies, various authors have found in other studies that important factors include personal traits, gender and income.

Schulz et al. point out (2008, 30) that it is necessary to recognize that knowledge, competences, dispositions and self-recognition are influenced by numerous factors on different levels of civic structure.

The ICCS survey distinguishes between 3 levels of civic knowledge in cognitive results (Fraillon, Kerr and Losito 2010, 16). We will focus on the first level of this knowledge, which in Slovenia amounted to 9% of all 8th grade students in the 2009 survey. This level defines the use of the basic principles on which citizenship (functioning of social, civic and political institutions) rests.

Gril (2011, 182, 183) found that civic and citizenship knowledge in students develop together with the attitude towards democracy, familiarity with information and identified political activities at school and outside it. All this is connected with the readiness to an active future citizen.

The ICCS study found that a lower SES (which comprises the level of education, parents' education and the number of books at home) was registered in children who did not reach the first level of difficulty of civic and citizenship education. At this level of difficulty, students are less active at school and in the community, are less inclined to democratic values and a positive attitude to migrants, towards equality of genders and do not trust institutions; however, they are potentially more active in expected illegal forms of activity in the society of the future (Klemenčič, 2014, 236).

The survey found that students lack sufficient knowledge and mechanisms at this level to solve conflicts in peaceful ways and actively participate in society.

With the correct approach, techniques and activities, school can help students reduce the gap between themselves, eliminate missing knowledge and mitigate apathy among more vulnerable students (Klemenčič, 2014, 345).

Interculturality at school

From a research point of view, we were interested in the aspects of multiculturality and interculturality at school.

Slovenia has experience with multiculturalism in its regions populated by ethnic groups (Hungarians in Prekmurje, Italians on the coast, and the Roma in Prekmurje and Dolenjska) Klemenčič found (2011, 18).

Intercultural contacts in Slovenia are common, in particular among the young. The young show a positive attitude towards groups of diverse ethnic, religious and geographical background (Klemenčič 2011). According to Potera (2008, 481), the projections show that global migration will not subside. It is important that potential negative attitudes towards multiculturalism in Slovenia be turned in a positive direction. Intercultural education of young people is particularly important (Klemenčič 2011). Intercultural education involves civic and citizenship education with an emphasis on values, solidarity, tolerance, courage and respect for others (Gomes 2006, 4).

To sum up, citizenship gains new meaning because it includes competences, skills and abilities (Duerr et al. 2005, 7). This is something that has to be learned, and school plays a key role in this.

We can say that globalisation has triggered social and cultural change; in turn, civic and citizenship education in schools has changed because society is becoming increasingly multicultural (Klemenčič, 2011). Change must be dealt with in a positive manner and be taught (Duerr et al. 2005, 23-26).

Interculturality in school highlights the contribution various cultures make in education and in enrichment; it shows the awareness of students about their own and other cultures (Duerr et al. 2005, 37-38).

Banks (1996) presents five dimensions of intercultural education:

1. Integration of content (the teacher uses examples and approaches from various cultures and content in class),
2. Process of knowledge creation (we divide this into personal and cultural knowledge of students, popular knowledge and academic knowledge; students should create knowledge themselves and give a personal touch to activities).
3. Reduction of prejudice (achieving a positive attitude towards diverse racial, ethnic and cultural groups and interpersonal relationships in the group. Children learn to recognize negative forms of behaviour in society).
4. The pedagogy of equality (ideally supporting success for all students regardless of gender, skin color, ethnicity, social status or culture).
5. Strengthening school culture and social structure (inclusion of parents and the community in school activities).

According to Banks (2007, 76), interculturality topics interweave at school, and it is up to the teachers and school to turn everything into knowledge.

The main objective of intercultural education is to enhance communication and understanding between cultures, nations, individuals and

among the community (Nieke in Puzič 2007). With more equal opportunities for all students at school, we can increase communication and understanding between the community and individuals (Banks 2001).

The following research questions arise from these theoretical assumptions.

Research questions:

1. Does the attitude towards immigrants form in the family at an early period?
2. Do (and why do) immigrant children have fewer opportunities to develop civic competences?
3. Are the expected lower levels of education, early school leaving and intolerance of other cultures mutually conditioned?
4. Are a better attitude towards knowledge, being active in society and a positive attitude towards democracy connected?
5. How can a better understanding of cultures, language, awareness of difference and knowledge about multicultural topics contribute to greater tolerance (towards migrants)?
6. Does better knowledge of one's own culture, customs and differences increase self-confidence and help migrants integrate in society?
7. Do schools have an influence on reducing inequality among students, acquiring tolerance, while enhancing knowledge of and attitudes towards those who are different and on improving multiculturalism in the community?

» *By improving knowledge and playing a more active role in society during their schooling, migrant children are less likely to be socially excluded later in life. School and society play a key role in this.* «

1. PURPOSE OF THE SURVEY

The international ICCS survey from 2009 and its repetition in 2016 will show what civic competences primary school students (8th grade) acquire at school and how these help them towards active citizenship in school and outside it. What are primary school students' civic competences in the field of active citizenship, their attitudes towards and willingness to function in different countries (knowledge, critical evaluation, socio-political attitudes at school and outside it etc.)? For the sake of comparability, various correlations between selected aspects of the 2009 and 2016 surveys will be possible.

We want to focus particularly on the non-cognitive aspects of migrant children towards multicultural topics (their attitudes, prejudices, values, attitudes toward school and the community etc.). We want to focus on underachieving students. We expect that these do not have

a well-developed attitude towards the importance of knowledge and that they engage in society less actively; they tend to leave school early, depend more on social benefits and participate in illegal forms of civic activity. In this way they risk social exclusion. It is necessary to strengthen attitude towards students' own culture, encourage cultural skills and social competences and thus a better self-image among active individuals.

2. RESEARCH METHODS

The research sample comprises selected 8th grade students in Slovenia (approximately 150 schools; 1 class per school) and other countries included in the ICSS 2009 and 2016 surveys. The sample has two-level stratification. The children are approximately 14 years old. The method will be extended from quantitative to qualitative. This will give the survey a new value, and it will be possible to compare the results with those from other countries.

a) Quantitative

• The measurement instrument is the questionnaire for students in the international ICSS 2009 survey, repeated in 2016. We measure the attitudes towards the experience of participation in (civic) activities at school and outside it, political attitudes, competences, prejudices, willingness to act in the future etc. The latter will be connected with the results of a cognitive questionnaire (i.e., test or questionnaire that measures cognitive abilities). We will probably use the main component method, correlation (Pearson's coefficient), a regression model and probably multiple regression analysis.

The methods depend on the selected and desired aspects of the study, which will be adapted regarding the objectives and the purpose. The results will be processed with SPSS 19.0.

b) Qualitative

• We will also prepare instruments for interviews or focus groups. The qualitative study sample will probably include partners from the Ministry of Education, Science and Sports or other relevant decision-makers in the field.

3. EXPECTED CONTRIBUTION TO SCIENCE AND PRACTICE

The past survey from 2009 will be expanded by including a qualitative aspect through a repeat survey in 2016 (ICCS). In-depth interviews will be conducted with selected target groups of underachieving immigrant children. Selected topics will be dealt with in depth, and it will be possible to use these as recommendations for future development in the area and to complement the existing strategies for the integration of immigrant children in Slovenia. Also planned are scientific and professional publications based on our study and secondary processing of data from the International Survey.

4. CONCLUSION

Citizens require new knowledge in the new millennium, new skills about the ethnic and cultural group they belong to as well as knowledge about other groups beyond the borders (Banks 2001).

For Lukšič Hacin (1999), school is the most important institution that transfers, forms and changes values in society. This means openness to being different (Banks 2001).

Intercultural education is a means for acquiring a comprehensive and fundamental research concept and a pluralistic view of countries, trends, religions and values (Klemenčič 2011, 101). It concerns learning political literacy and critical thinking, while learning values and attitudes for active participation in society (citizenship in a multicultural society).

Students must reach a higher level of knowledge, understand the relations between knowledge and action, develop skills for better and more active participation in society and become better citizens (Banks 2001).

School can focus on immigrant children, who according to studies, are among the most vulnerable groups and susceptible to negative influence in society.

By improving knowledge and playing a more active role in society during their schooling, migrant children are less likely to be socially excluded later in life. School and society play a key role in this.

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THE KEY ROLE OF ENVIRONMENTAL AND SUSTAINABILITY EDUCATION IN APPROACHING THE MIGRATION ISSUE

>>SUMMARY

In recent years migration and refugee crisis have posed new challenges for education. Environmental and Sustainability Education can play an important role in an analysis of this issue in schools because, on the one hand, migration is directly linked to the lack of sustainability and its values and because, on the other hand, this kind of education is based on methodological approaches and principles that enable a holistic approach for comprehending the complexity of the issue. Processing of the complex social, economic and environmental factors which force people to flee their homes, analysis of the beliefs and values pertaining to both wider social groups and students themselves, critically approaching sources that shape public opinion and individual beliefs, as well as action that can be taken to address the migration issue comprise some of the axes which can be featured in the context of environmental and sustainability education.

>>KEY WORDS

Environmental and sustainability education, migration, values, beliefs, action

INTRODUCTION

Migration is a diachronic phenomenon that has accompanied human history through the ages. It has however returned dramatically to the fore in recent years. In the first six months of 2015, 137,000 refugees and migrants attempted to enter the EU, an increase of 83% compared to the same period in the previous year. In April 2015 alone, 1308 refugees and migrants were lost at sea (UNHCR 2015). In light of this development, environmental and sustainability education cannot remain uninvolved. Moreover, it can play an important role in helping students to understand the interdependent dimensions of the phenomenon, to develop attitudes and values, to cultivate skills and finally to take action to address it.

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How can teachers approach this complex issue in the context of environmental and sustainability education? This question was motivated by a survey implemented on a sample of 72 senior students enrolled at the Department of Primary Education of the University of the Aegean. The study took place in December 2015, when the migrant and refugee influx in the Aegean was particularly high. Students were asked to define the issues to which they would draw their pupils' attention if they were to examine migration in the context of environmental and sustainability education. A large majority of the students responses (78%) mentioned environmental repercussions at host sites. To be precise, 65% reported accumulation of waste as the largest problem, while 58% focused on pressure placed on natural resources (increased demand for electricity, water and food). Only a small percentage referred to the lack of sustainability and interrelated economic, social and environmental factors that force people to leave their homes as a root cause of migration.

However, the key role of environmental and sustainable education regarding migration cannot be limited to the environmental impact on host sites. Multiple interfaces become apparent if one analyzes the nature of the two fields. Before examining ways in which education for environment and sustainability can approach this issue, we will proceed to clarify it conceptually, in order to highlight the points at which it intersects with the migration issue.

ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

Evolving and expanding from environmental education, this field focuses on the environmental, economic and social factors that determine the relationship between human beings and nature, but also people's relations with each other (Liarakou and Flogaiti 2007; Van Poeck, K., and J. Vandenabeele. 2012). It is therefore clear that environmental and sustainability issues are not natural phenomena but the result of

social choices and actions. That is, they are cultural and social issues, resulting from contradictions and conflicts between diverse and often incompatible desires regarding the use of nature, distribution/redistribution of resources and wealth, as well as the values that define human societies.

Development is the concept at the heart of these issues. Environmental and sustainability education incorporates concerns about the meaning of development and seeks a new definition of this nodal concept. To be precise, the dominant model that relates development to economic growth, i.e., the continuous increase in the value of the overall level of production and of consumer goods in society, is being called into question. In its place sustainable development with a consideration of economic, environmental and social factors, is emerging as the desired objective, its aims being social welfare and the balance of ecosystems.

Outlining the subject of environmental and sustainability education demarcates its function and main objectives. The purpose of this education is not the shaping of citizens who will implement given solutions centrally decided upon by some other decision makers. Rather, the purpose is collective negotiation of the meaning given to sustainable development on the local, national and global levels, and a search for values that will support it. It therefore implies political education (Sund and Ohman 2014) that attempts to provide social responses to environmental and sustainability issues.

This approach to environmental and sustainability education explains why the previous student responses regarding migration were inadequate: by limiting analysis to environmental effects on host sites and by neglecting the root causes that create the problem of migration, one is not directed towards appropriate solutions and actions. Causes and solutions, however, as we shall try to prove, are directly related to the lack of sustainability in the areas from which migrants are forced to translocate.

MIGRATION AS AN ISSUE OF SUSTAINABILITY

According to the Government Office of Science (2011) in the United Kingdom, there are five categories of factors that generally determine human migration. These interact and overlap differently in each location: economic factors, which include job opportunities and income; social factors, which are related to benefits such as education and health; political factors, which refer to discrimination, persecution and general issues of freedom; demographic factors associated with size and population density; and environmental factors, which include exposure to risk, land productivity, security of food, energy and water etc.

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If these factors are seen in combination, one realizes that they constitute the core of sustainability: for example, the absence, of economic

opportunities, which is usually intensified by environmental degradation and climate change, coupled with the uneven distribution of resources and wealth production, lack of social justice and absence of equity all drive people away from their homelands. Adding to this mixture religious, racial, political or other conflicts, which are often in direct interdependence with all the above factors, allows us to conclude that the migration and refugee issue can thus, by definition, be viewed as an environmental and sustainability issue.

Behind many instances of migration hides the dominant economic model which, as mentioned above, is based on economic growth and on an increasing production - consumption system. It is tied to three factors which, either individually or interdependently (which is most common), often form the conditions that force people to leave their homes. These are pollution, caused both during the process of production and during the phase of product consumption and waste disposal; problems associated with access to natural resources and irrational use thereof; and lastly, unequal distribution and redistribution of wealth and consequent exploitation and extreme poverty problems. Let us consider each of these factors in combination with case examples of migration.

Pollution is the factor that is most directly related to environmental migration. It may concern the entire planet, as with climate change, for example (as a result of air pollution and the increasing greenhouse effect), or it may concern a local area, as in the pollution of a lake. Hurricane Katrina, which struck the southwestern US states in 2005, displacing about 400,000 people, and the Bangladesh case where an average of 1500-3500 hectares of arable land disappears every year due to flooding of rivers resulting in 500,000 to 1,000,000 people a year being forced to leave their homes (Baillat 2015), are both characteristic examples of migration due to pollution impact and global climate changes.

The second factor is linked to pressure exerted on natural resources. Connections drawn between the use and allocation of resources, conflicts and migration have been recorded in many parts of the world (Ross 2004). In Darfur, Sudan, for example, access to limited resources, especially land and water, led to conflict which then developed into ethno - religious conflict, resulting in hundreds of thousands being displaced (Brücker 2015). This category includes conflict over the distribution of natural resources. At the end of 2013, 2.57 million Afghans and 401,400 Iraqis had fled their homes because of social and political instability and the conflicts raging there in recent years (UNHCR 2014). Increased migrant and refugee flows are not unrelated to the wars that took place in the region in recent decades. In a global economy which is dependent on fossil fuels, the existence of these has caused a series of wars that have had international participation and were aimed at controlling access to this valuable natural resource (Jones 2012).

The third factor is related to distribution/redistribution of wealth and social justice. Apart from environmental pressures, the modern economic model has generated strong social inequality both within countries and between rich, northern countries and poor, southern countries. The extreme poverty conditions prevailing in many regions of the world, despite the natural wealth they may possess, induce migration. Often this factor is combined with the previous two: pollution as well as usage and control of resources. The example of the Niger Delta is typical. In this region 88% of residents live below the poverty line, and

21% of the population leave their locations and head mainly towards urban centers of the country or neighboring countries in search of better living conditions (NDDC 2016). The paradox is that, while the Niger Delta has rich oil and gas fields, for the past five decades advantage has been taken by multinational corporations in the operation of these. Although wealth is great, people live in squalid conditions and surrounded by environmental pollution caused by the extraction of oil. The situation is even further aggravated by the deprivation of their traditional occupations (agriculture and fishing). This situation has led to armed conflicts, which further increase the flow of migrants from the region.

APPROACHING MIGRATION IN THE CONTEXT OF ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

If, as we have attempted to show above, migration falls entirely within the scope of environmental and sustainability education, the question following is how one can approach this problem in practice. The characteristics of this education, and specifically its critical and political dimensions as well as its orientation to values, can serve as a basis upon which to construct teaching and learning about migration. Its critical dimension is expressed mainly through the cultivation of critical thinking. One should be clear that critical thinking is not limited to a critical attitude towards society and others. It is a positive function that cultivates the ability of individuals to analyze subjectively, to contemplate subjective positions adopted and to choose those that are less oppressive for themselves, for others and for society as a whole (McLaren 1997, 30). Correspondingly, the political component aims at empowering learners to lay claim to their place in society as informed, critical and active citizens, with a significant role to play in the building of a new environmental and social order. Finally, its orientation towards values emphasizes critical analysis of the collective and personal values that form the roots of environmental and social issues, as well as solutions that support the proposals, choices and decisions related to achieving sustainability (Flogaiti 2006).

Based on these characteristics, certain dimensions were selected which can play a key role in approaching the issue of migration in school. We would like to point out that in the analysis below we do not intend to exhaust all possible dimensions. Our aim is to point out some that could serve as points of reflection and instigation for the emergence of new fields.

ANALYSIS OF STRUCTURAL AND IDEOLOGICAL FORCES THAT LEAD TO MIGRATION

When looking at this issue in an educational context, migrants are usually given consideration once they have left their country and begun journeying towards host countries. Analysis of the causes that drive people to migrate often remains at face level, without illumination of the complex economic, environmental and social factors at the root of the phenomenon. Often the dominant viewpoint is that most migrants come from poor southern countries; they choose to leave their regions

for economic reasons and move towards developed northern countries in search of an improved quality of life. Refugees fleeing war zones are not included in this dominant viewpoint, yet the deeper causes of war are not highlighted.

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The reasons that lead people to migration are, however, much more complex. Analysis of the structural and ideological forces that push people to leave their homes will facilitate better understanding of the phenomenon and the potential for taking corresponding action. Reference to differences between North and South as well as to the economic, political and environmental conflicts related to economic inequality, unequal power relations and marginalization, can all enrich the perspective through which one observes the migration issue in the context of education for the environment and sustainability. The historical dimension is equally important and particularly the way in which past colonialism still impacts modern development models and perpetuates North-South differences (Mignolo, W. 2010). Moreover, one must not forget that colonialism has always been associated with the quest for control and exploitation of natural resources and occasionally of human capital.

The purpose of this analysis is not to make students feel guilty but rather to consider the production and consumption patterns, distribution and usage of resources, as well as socio-economic systems that encourage migration. Critical thought regarding these issues can constitute a basis for approaching and subsequently analyzing the following fields related to our attitudes and beliefs towards migration.

ANALYSIS OF PERSONAL CONVICTIONS

In a recent review of surveys undertaken in England regarding migration, significant discrepancies were found between participants' perceptions of this issue and the actual data. For example, the majority of respondents estimated that the proportion of migrants in the country was as high as 31% while, according to statistics, it is around 13%. Correspondingly, they thought that most were refugees seeking asylum, while in fact the largest category were people arriving in England to study (Duffy and Frere-Smith 2014). This trend can be observed not only in England but also in other studies conducted in Europe and the US (e.g. Sides and Citrin 2007). It corresponds to what social psychologists call "emotional innumeracy": when respondents answer such questions, they also express their concern consciously or unconsciously regarding this issue (Herda 2010).

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The issue of 'emotional innumeracy' is indicative of the way in which beliefs about migration are formed. Critical thinking places a strong

emphasis on analysis of the personal beliefs through which one can consequently more consciously analyze and construct one's attitudes towards this issue. Furthermore, the international literature has recorded that socio - psychological factors at the individual level have a greater influence in shaping our attitudes on migration than conditions prevailing in the country (Sides and Citrin 2007; OCDE, 2010). For example, economic insecurity can lead one to harbor negative attitudes towards migrants based on the logic that migrants compete for jobs, or overload the social and pension systems in the country. Furthermore, strong emotional attachment to one's cultural and national identity creates hostility towards migrants. In addition, participation in groups or networks with specific ideas can affect one's personal beliefs about migrants. Even the tendency to trust other people is among the factors that shape one's attitude towards migrants. Stories and memories of migration from learners' broader family environment is one area that could be particularly useful. This analysis is of particular importance since, according to Arango (2012), there is an intergenerational continuity in dealing with the phenomenon, and initial experiences of first generation migrants play a key role in how migration is subsequently approached.

It is important to help learners to analyze their personal beliefs about migrants and to investigate whether these beliefs are based on objective economic and social conditions or on cultural and psychological predispositions within this context. It is very important indeed for teachers themselves to go through this analysis, since there is a risk of unconsciously reproducing stereotypes themselves - ones which affect learners and impede the process of clarification of their personal beliefs.

ANALYSIS OF MASS MEDIA AND OTHER INFORMATION SOURCES

Formation of beliefs regarding migration is associated with messages disseminated by mass media. The language developed by media regarding this issue and their selection of relevant facts to be presented can both affect the attitudes and behavior of citizens

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Threadgold T. (2009) and Allen & Blinder (2013) analyzed the wording used in mass media in England over the last two decades. They concluded that there is a specific way in which the context of the discussion is defined: migration control, panic regarding numbers, crime, the welfare state in crisis and cultural differences are issues which have set the context over the years. In addition, frequent use of certain terms was also detected. For example, metaphorical uses of water imagery in the media serves to describe migrant movement. These include terms such as ' mass influx', ' waves ' or ' flood '. A numerical vagueness was noted too, with frequent references to ' thousands ' or even a ' million ' migrants.

Interesting facts were revealed in a recent mass media study across five

countries (Germany, Italy, Spain, Sweden and England) over 2014-2015 (UNHCR 2015). For example, only 32.9% of Italian press and 39% of German press make reference to the causes of migration. In addition, among the causes named, war dominates in all countries, while in Spain (28.5%) and the UK (23.4%) the economic reasons that attract migrants to European countries are highlighted. The survey offers general support that the mass media tend to define migration negatively, presenting it as a problem, while making limited references to the positive impact that migrants could have in host sites.

The data above is indicative of the selective projection of information regarding migration in the mass media and explains, in part, some of the convictions and attitudes recorded in studies of this issue. An analysis of words and images chosen and presented by the mass media encourages students to develop a critical approach towards one of the major sources that shapes collective and individual representations of migration. Developing skills for recognition of the factors that distinguish information from propaganda, cross referencing information from multiple sources or the recognition of ideologies and political forces that lie behind all forms of mass media will help students shape their attitudes and behaviors in a more conscious way.

CLARIFICATION OF VALUES

Values play a particularly important role in how each of us perceives the migration issue. They concern the fundamental principles and beliefs that determine the orientation of choices and attitudes and act as reference points that formulate interpretations and value judgments.

In approaching the migration issue, learners should analyze the pluralism of values in order to realize that interpretation of the causes and solutions with regard to the issue cannot be ideologically neutral, but is linked to specific positions and values that constitute essentially different ethical systems. Apart from analyzing collective values, clarification of personal values can help students to reach an informed choice regarding their own moral system (Liarakou & Flogaiti, 2009).

The place of values in environmental and sustainability education has been a concern in much of the relevant literature (e.g. Kopnina and Cherniak 2016). The question at hand is to what extent the pluralism of values that allows for a democratic exchange of ideas and is inherent in active citizenship can be in line with the promotion of specific sustainability values. One presumes that, in a democratic society, all values should be investigated. However, one should also not forget that today certain values dominate the foreground, while others seem to be systematically forgotten in the background. On the path towards sustainability, the forgotten values of solidarity, cooperation and social justice should be rediscovered and placed at center stage.

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Although values associated with migration are mutually interlinked, creating a web, we will briefly refer to two that we consider to hold a special place: diversity and solidarity. The diversity value has at its

core the acceptance of difference. Analyzing the issue of migration, one realizes that absence of this value is found in many dimensions of the problem. As for the causes – the religious, racial and political conflicts which often force people to leave their homes – these are the result of emphasis placed on gender differences, ideologies and systems of thought. This emphasis on difference is also associated with the poor treatment that migrants often receive in host sites. Therefore, acceptance of difference and the possibility of harmonious coexistence of people from varied backgrounds, cultures and civilizations comprise a basic value on which one should work with students.

Directly connected to the above value is the value of solidarity. This is a complex concept, open to many interpretations. Banting and Kymlicka (2015) propose an analysis of solidarity, which is particularly useful when approaching the issue of migration in the context of environmental and sustainability education. They distinguish three complementary dimensions of solidarity: Political solidarity, which is characterized by mutual tolerance, lack of prejudice and acceptance of different ethnic groups as members of the community, as part of 'us'. Democratic solidarity, which includes support for basic human rights and equality, support for democratic processes and tolerance for political expression of different cultural views, provided that they comply with basic rights and with equality. And finally, redistributive solidarity, characterized by support for redistribution in favor of poor, vulnerable groups, while supporting universal access for all to basic social programs.

These dimensions will help students assess whether their society has embodied solidarity as a structural feature of social organization, or whether this fundamental value is restricted to individual actions in support of migrants and refugees. It will also allow for the clarification of their own personal value map and insight into how they interpret solidarity in relation to migrants and refugees.

AWARENESS OF PERSONAL INVOLVEMENT AND ACTIVITY

This last aspect is related to the concept of the capacity to act, which is a prime objective of environmental and sustainability education (Mogensen and Schnack 2010). Educational intervention will be successful if students are able to take conscious action aimed at addressing the issue of migration. We should emphasize at this point that the aim should not be to carry out a specific action. Without wishing to underestimate activities such as the collection of food and clothes for refugees and migrants, it is important to understand that action developed by students should not be limited to a single action, localized in time and, usually, designed by the teacher. The main objective is to make students aware of their personal involvement in the issue of migration and to enable them to take action on their own in all aspects of their lives. Awareness of the consequences of one's everyday actions on the lives of people who live thousands of kilometers away is the first step towards personal involvement with regard to the issue of migration. Adopting lifestyles and supporting initiatives and policies which reduce greenhouse gas emissions, thereby reducing climate change, resisting over-consumption and avoiding products with a proven base of exploitation of natural resources and people

in southern countries, are some of the steps that one can take to help deal with root causes of migration.

Concomitantly, practical support for refugees and migrants who have arrived in our country through individual and collective initiatives, condemnation of racist and xenophobic attacks, defense of these people's human rights and active participation to build an inclusive society with respect for diversity from the microcosm of the classroom – all these complete the context of personal involvement and action.

CONCLUDING

Processing the dimensions described above will certainly not solve the migration issue. Furthermore, as we have repeatedly pointed out, it is a complex phenomenon that requires systemic change in many areas and coordinated global action in order to counter it. The role of environmental and sustainability education is not to provide solutions for this issue, or any other issue, for that matter. We should not forget that this is, above all, an educational process, the purpose of which is to empower citizens to demand and initiate those changes, both individual and collective, that will lead to addressing the issue of migration.

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THE MULTIFACETED ASPECTS OF MIGRANT EDUCATION

>>SUMMARY

In an ever-changing social landscape, migration becomes a focal point for scientific, political, economic and social interest. This paper analyses the multidimensional character and relations of modern migration with special emphasis on the existing theoretical framework, actual social, economic and educational implications, as well as the many implications of modern migration with regard to the diverse opportunities and challenges it poses. International migration is a mighty force globally. Immigration is now a prominent feature in the economic, social, and political reality of many European countries. Increasing migration into an already culturally diverse European Union generates a need to prepare immigrants and their descendants to be more active participants in society by means of education and inclusion. Education is the cornerstone of migrant integration into any society, as it helps facilitate knowledge acquisition, personal growth, intercultural understanding and social development.

>>KEY WORDS

migration, education, integration, intercultural understanding, opportunities and challenges

1. INTRODUCTION

It is clear that the sociocultural and economic impacts of migration are notoriously difficult to disentangle from more general processes of social change. Migration is a constituent part of a complex set of social, cultural and economic transformations that integrate migrant communities into global social, economic and migratory systems as well as an independent factor in perpetuating and intensifying, magnifying and accelerating these processes at the local and regional levels (de Haas, 2007). Cultural and social cohesion is therefore a central policy concern. The nature of migration impacts the education level, age, and tenure of immigrants, and consequently their assimilation. Migrants frequently cite higher income levels, better personal safety, short distance to home countries, and established immigrant networks as the main reasons for choosing their new host countries (Kerr, Pekalla Kerr, 2011).

The immigration literature often focuses on adaptation, educational outcomes, social processes, and the ecological factors that mediate developmental pathways. Less is known about how immigrant students, in spite of their struggles and obstacles, persist to become cultural and linguistic bridges despite the label “limited language proficiency” or how they support one another traversing across multiple social contexts through their complex identity development. While navigating geographic and linguistic borders and political and cultural boundaries, how do these young people contest, claim, and preserve their spaces of belonging (Oh, Cooc, 2011).

Coppel et al. (2001) identify four major consequences of international population movements. Firstly, there is the effect that immigration has on the host country’s labour market. Secondly, immigration is likely to influence the budgetary position of the receiving country, because the amount recent arrivals receive through health, education and welfare systems is unlikely to exactly balance the increased tax revenues from new workers. Thirdly, it is argued that immigration may be a solution to the ageing population problem that faces many OECD countries. Finally, immigration can have a major economic impact on the source country, negative in terms of a brain drain (though a brain drain can be beneficial if it creates incentives for human capital investment in the source country), or positive since migrants’ remittances are thought to be an important economic development tool for many labour exporting countries (Drinkwater et al., 2003).

» Everyone, it seems, is now ‘on the move’. «

Statistics recently published by the Global Commission on International Migration reveal that in 2005, there were 191 million migrants (nearly half of them women) in the world: 115 million in developed countries and 75 million in developing countries. Europe alone had 34%; America, 23% and Asia, 28%, Africa had just 9% and Latin America and the Caribbean, 4% (Kerr, Pekalla Kerr, 2011). The most recent figure, widely quoted by the UN, the International Organization for Migration and other authorities, is simple: just over 3 per cent, or 232 million in 2013 (King, Lulle, 2016).

Summing up a six-year programme of empirical research on migration, globalisation and poverty, Black (2009) concluded that the evidence

showed that migration – both internal and international – represents an important route out of poverty (King, Lulle, 2016). There are two ways of responding to the question of migration, depending on which side of the ‘migration coin’ – migration or immobility – one looks at. One side stresses the roving instinct, intrinsic to human nature: the need to search for resources; the desire to travel and explore; but also to conquer and possess. This historicist narrative on the everlasting role of migration has recently been given a new twist. For the past twenty years Stephen Castles and Mark Miller have been telling us that we live in the ‘Age of Migration’ (Castles, Miller, 1993, 2009; King, 2012), a period during which “international migration has accelerated, globalised, feminised, diversified and become increasingly politicised” (Castles, Miller, 2009: 10-12). Writing from a different perspective, John Urry has argued that the static or ‘sedentarist’ structures that traditionally defied western society – social class, static residence and stable employment – have been replaced by a new defining characteristic, mobility (Urry, 2000, 2007; King, 2012). Everyone, it seems, is now ‘on the move’ (Cresswell, 2006; King, 2012).

2. MIGRATION

2.1. Theories of migration

Four additional ‘new migration geographies’ can be identified from recent literature – the first operationalizes a concept which resonates through this report – transnationalism. This theoretical notion is particularly relevant for migrants who keep in regular contact with their home communities and families and who, in effect, live their lives transnationally, between two (possibly more) places. This leads to the second geographical refinement to inward migration to Europe: the practice of some groups to onward migrate within Europe. The third new geographical concept is transit migration (Collyer, de Haas, 2012; King, 2012). This is a phenomenon which takes place particularly on the margins of Europe, as transit migrants are liminal migrants occupying liminal spaces, and their labelling as ‘in transit’ emphasises their temporariness and ‘non-belonging’. Finally, there are new geographies of migration produced by the global financial crisis, which hit several smaller, peripheral EU economies very hard: spectacularly so Greece, but also Portugal, Ireland, the Baltic states and the larger economies of Spain and Italy. But there are many other forms of transnational families, whose shape can constantly change as different family members move one way or another (King, Lulle, 2016).

Oh and Cooc (2011) identify the process and outcomes of the term transculturation originally coined by Ortiz (1995). While more commonly used terms—acculturation, adaptation, and assimilation—are often conceptualized as Americanization or cultural separation, transculturation refers to the complex process of multidirectional and simultaneous cultural navigation that promotes congruence across social contexts (Oh, 2011). Based on their literature review, Oh and Cooc (2011) propose replacing the terms assimilation, adaptation, and acculturation (Alba & Nee, 2003; Berry, 1980; Gordon, 1964; Padilla & Perez, 2003; Portes & Zhou, 1993; Redfield, Linton, & Herskovits, 1936; Social Science Research Council, 1954; Teske & Nelson, 1974; all cited in Oh, Cooc, 2011) with the term, transculturation, “to capture the complex and dynamic process of navigating across multiple social contexts. Transculturation

is a developmental process that portrays children of immigrants as actors of merging and converging cultures in multidirectional and synchronous ways” (Hoerder et al., 2006; Oh, 2011; Oh, Cooc, 2011).

In the naturalist perspective, “the world is perceived as a garden, where each human nation-plant flourishes following its own *Bildung* and nature” (Herder, 1968:326 as cited in Wimmer, 2007). The classic assimilation paradigm in migration studies, which has experienced an extraordinary revival both in the US and in Europe (Alba and Nee, 1997; Esser, 2006; Wimmer, 2007) also assumes “that the boundaries of culture, category/identity, and community coincide in an unproblematic way. The units of analysis are communities of immigrants from a particular country of origin who make their way into the social mainstream”. At the end of the process communities are dissolved through intermarriage and spatial dispersion, minority cultures are diluted through processes of acculturation, and ethnic identities become ever thinner until all that remains is what Herbert Gans has famously called “symbolic ethnicity” (Gans, 1979, Wimmer, 2007).

The more sophisticated versions of assimilation theory did indeed analytically distinguish between the social, the cultural, and matters of social classification and identity and posited “assimilation proceeded with different speed on these parallel pathways” (Gordon, 1964; as cited in Wimmer, 2007).

Socio-psychological research that derived from the anthropological branch of the Chicago school with John W. Berry’s well known typology of “acculturation” strategies distinguishing between assimilation, integration, separation, and marginalization (Berry, 1980; Wimmer, 2007). Therefore, the basic dimensions are defined in collectivistic terms and refer to group-level processes. The typology is based on the distinction between culture and community. Social and cultural assimilation combined produces “assimilation”, social assimilation combined with cultural retention is “integration”, cultural non-assimilation together with social non-assimilation receives the “separation” label (the ethnic enclave mode), while both cultural assimilation together with social non-assimilation is “marginality” (equivalent to “downward assimilation”).

Assimilation theory’s nemesis, multi-culturalism or “retentionism” in Herbert Gans’ terms (Gans, 1997; Wimmer, 2007), leads back to full-blown Herderianism. Contrary to classic assimilation theory, multi-culturalism postulates that even across generations, such cultures, identities and communities remain vital, viable, and visible. It conceives such ethnic persistence as highly desirable and does not believe that the compartmentalization of society into a series of ethnic enclaves represents an obstacle to the social mobility of immigrants or the social cohesion of the society at large. These migration and mobility patterns were expressed through a five-stage model, based on the historical experience of Europe: a) pre-modern traditional society with very limited migration; b) early transitional society; c) late transitional society: growth in circulation, e.g. commuting; d) advanced society: inter-urban migration or international circulation of high-skilled migrants and professionals; and e) future superadvanced society; possibility of strict controls over immigration (King, 2012).

Some more recent approaches have criticized both assimilationism and multi-culturalism but remain closely tied to it ... the case of the recent

wave of research on creolization (Palmie, 2006), hybridity (Bhabha, 1995; Werbner and Modood, 1997) or multiple identities, much of which “is coined in a cultural studies language” (Wimmer, 2007). While the hybrid culture remains open to both parent cultures and is thus less bounded and restricted than the original ones, the world remains populated by groups, hybrid and others, that are defined by their distinguishable cultural features, their separate identities, and their communitarian character (Caglar, 1997; Floya, 2002; Wimmer, 2007).

Transnationalism showed that some ethnic groups, particularly migrant communities but also long established diasporas, “actually live in various places at the same time. Thus they seem to traverse the grid of nation-states” (Wimmer, 2007).

It should be clear from the foregoing that migration is too diverse and multifaceted to be explained in a single theory. Any review of migration theory must acknowledge Ravenstein’s (1885, 1889; King, 2012) ‘laws of migration’.

Opinions vary on the status of the laws in the historiography of migration. Samers (2010:55-56; King, 2012) describes them “as ‘economically deterministic’, ‘methodologically individualist’ and ‘dreadfully antiquated’, as they are not really laws but empirical generalisations”, based on Ravenstein’s calculations from the British and other censuses of the time- a) migrants move mainly over short distances; those going longer distances head for the great centres of industry and commerce; b) most migration is from agricultural to industrial areas; c) large towns grow more by migration than by natural increase.; d) migration increases along with the development of industry, commerce and transport, e) each migration stream produces a counter stream; g) females are more migratory than males, at least over shorter distances; males are a majority in international migration; and finally h) the major causes of migration are economic (King, 2012).

The migration optimists in the developmentalist and neoclassical era of the 1950s and 1960s assumed that, through a policy of large-scale capital transfer and industrialization, poor countries would be able to join the cause of rapid economic development and modernization. From this perspective, (return) migrants are perceived as important agents of change, innovators and investors. The general expectation was that the flow of remittances—as well as the experience, skills and knowledge that migrants would acquire abroad before returning—would greatly help developing countries in their economic take-off (de Haas, 2007).

As of the late 1960s, optimistic views on migration and development in sending areas were increasingly challenged due to the combined influence of a paradigm shift in social sciences toward (historical) structuralist views and an increasing number of empirical studies that often did not support optimistic views on migration and development. These “migration pessimists” have argued that migration provokes the withdrawal of human capital and the breakdown of traditional, stable village communities and their economies, which then lead to the development of passive, non-productive and remittance-dependent communities. Besides the “brain drain” (Adams, 1969; de Haas, 2007), a “brawn drain” (Penninx, 1982; de Haas, 2007)—the massive departure of young, able-bodied men and women from rural areas (Lewis, 1986)—“is typically blamed for causing a critical shortage of agricultural and other labour, depriving areas of their most valuable work force”.

Also, from a sociocultural perspective, the effects of migration and

remittances were increasingly seen as detrimental (de Haas, 2007). In the 1980s and 1990s, the new economics of labour migration (NELM) emerged mainly within the American research context as a response to developmentalist and neoclassical theories (the migration optimists) and structuralist theory (the migration pessimists). Stark (1978, 1991), in particular, revitalized academic thinking on migration from the developing world by placing the behaviour of individual migrants within a wider societal context and considering the household—rather than individual—as the most appropriate decision-making unit (Taylor, 1999). This new approach models migration as the risk-sharing behaviour of households. Better than individuals, households seem able to diversify resources such as labour in order to minimize income risks (Stark and Levhari, 1982). This approach integrates motives other than individual income maximization that play a role in migration decision making. This view points to the fundamental role of human agency. From this perspective, migration is seen as one of the main elements of strategies to diversify, secure and improve livelihoods (de Haas, 2007).

2.2. Migration - types, forms and impacts

People migrate for a variety of reasons, often in combination. Decisions might be related to work, study, family reunion, lifestyle, escape from oppression and many other factors. But, at base, for the majority of migrants, the underlying rationale is economic and, at one stage removed, demographic.

» An ageing population is arguably Europe’s greatest long-term challenge, with effects on the future structure of the workforce, the sustainability of the pension budget and the organisation of society. «

An ageing population is arguably Europe’s greatest long-term challenge, with effects on the future structure of the workforce, the sustainability of the pension budget and the organisation of society (King, Lulle, 2016). Super-diversity is a new term, which has yet to enter the general vocabulary. This neologism reflects the internal variety within most designated ethnic/ migrant labels (such as ‘Caribbean’, ‘Turkish’, ‘South Asian’ etc.), as well as the globalisation and diversification of migration flows into Europe. The evolving super-diversity of European urban societies, whereby the majority national ethnic identity becomes the ‘minority’ numerically, poses challenges and opportunities, notably in the educational, social and cultural policy fields (King, Lulle, 2016).

Hence King and Lulle (2016) find new globe-spanning migrations which have no historical precedent (a good example would be Bangladeshi migration to Italy; Knights and King, 1998; King and Lulle, 2016); local-scale cross border shuttle migration, such as occurred in the wake of the dismantling of the Iron Curtain (Engbersen, 2001; Morawska, 2001a); ‘residential tourism’, extending tourist stays to several months; and new forms of circulation based on business visits and work contract migration (Salt, 1992; King, Lulle, 2016).

They also find international migrations connected with family reunion and childcare, marriage migration, student migration, retirement migration, high-skilled migration and brain drain, environmental and climate-change migration, and human trafficking and sexual

exploitation – this is by no means a complete list.

The study of migration has been enriched by the introduction of new conceptual frameworks such as mobility (the ‘mobility’s turn’; Urry, 2007), transnationalism, and diaspora studies (Cohen, 2008; King, 2012). All this typological and terminological complexity makes migration studies a challenging field for the social sciences, and opens up the following short discussion of disciplinary and interdisciplinary approaches to migration research.

Summing up, three ‘core groups’ have dominated the study of migration in the past and still do so to some extent: temporary labour migrants, settler migrants, and refugees. The ‘age of migration’ has seen a proliferation of new types of migration and international mobility, which form important elements of the increasingly complex global map of population movements (King, 2002; King et al., 2010; King, 2012; Martiniello and Rath, 2012).

» One of the main challenges relates to finding the balance between security concerns and the economic needs of the state. «

Kerr and Pekalla Kerr (2011) claim that one of the main challenges relates to finding the balance between security concerns and the economic needs of the state. The first important opportunity relates to the economic contributions made by immigrants in their countries of destination. The second important opportunity is present in the contribution that migrant workers make to their home economies. The role that immigrants play in promoting development and poverty reduction in countries of origin, as well as the contribution they make towards the prosperity of destination countries, should be recognized and reinforced. Third, the migration of highly skilled students (globalization of education) has a number of positive aspects: through skilled migration programs, migrants are given the opportunity to acquire or improve skills and experience abroad. Whether such immigrants remain in their countries of immigration, or choose to return to their home countries, they remain indispensable resources for their home countries as investors, philanthropists, bearers of new knowledge or promoters of trade and cultural exchange.

» The issue of migrants with “irregular status” or irregular migration presents a major challenge and is inextricably linked to that of human security. «

However, migration can also entail great challenges. The issue of migrants with “irregular status” or irregular migration presents a major challenge and is inextricably linked to that of human security. Trafficking and smuggling in persons is one of the most pressing problems related to the movement of people. Available evidence indicates that its geographical scope has continued to expand and that the majority of the victims falling prey to the phenomenon are women or children. Women who migrate for the purpose of marriage, domestic labour, or to work in the entertainment and sex industries are particularly vulnerable to exploitation, social isolation and also face specific health related risks. The second disadvantage of migration

is the limitation of migrants' rights, particularly labour rights. Many migrants find themselves trapped behind walls of discrimination, xenophobia and racism as the result of rising cultural and religious tensions in some societies. Third, the most important emerging challenge lies in defining the relationship between migration and security. The events of September 11th opened up a completely new set of challenges for immigrants. Life has become more difficult—not only for them but for their host societies, as well. Conversely, because of this rejection, immigrants will seek ways, religious, militant, or social to express their frustration and assert their identity. Such scenarios not only represent a threat to public safety but, also provoke negative attitudes towards migrant communities, which act as obstacles and blockades in the way of integration and social cohesion. The social and economic marginalization is particularly adverse for women and young people (Kerr and Pekalla Kerr, 2011).

2.3 The risk and dangers of migration

For more than 20 years, Castles and Miller (1993, 2014; as cited in King and Lulle, 2016) “have persuasively argued that we live in the ‘age of migration’”. This is true to the extent that, “since the late 1980s, migratory processes have diversified, globalised, accelerate and become increasingly politicised” (Castles et al., 2014:16–17). This conventional focus is arbitrary, since migration impacts on a wide range of societal issues beyond income or economic issues. These may include the impact on income risks, income inequality, investments in human capital (for example, education), gender inequality, birth and death rates, ethnic relations, political change, the environment and so on.

Migration impacts may also differ significantly across these various dimensions of social and economic change (King, 2012). Numbers apart, migration is important because of the way it shapes and re-shapes societies, making them more diverse and complex. However, it also creates sharp divisions between those who accept the need for migrants and welcome the economic and cultural contributions they make, and those who oppose them. The latter group, politically motivated, often exaggerate the numbers of migrants, employ repeated use of prejudicial terms such as ‘illegal immigrants’ and ‘bogus asylum-seekers’ and tend to scapegoat migrants for the ills of the society they seek to join – like crime, drugs and unemployment (King, 2012).

» A European Agenda on Migration is clear in its recognition of the need to strengthen and develop new policies to respond to what are seen as new migratory pressures and challenges. «

Review of the progress of integration six years later, taking on board the experience of new Member States and the general phenomenon of the increasing diversity of European societies, enabled the Commission to identify several ongoing and pressing challenges (EC, 2011b:3; King, Lulle, 2016): low levels of employment among migrants, especially migrant women; rising levels of unemployment and high levels of over-qualification of migrants compared to the jobs they do; increasing risks of migrants' social exclusion; gaps in educational attainment; and public concerns with the lack of integration of migrants.

The selectivity and impacts of migration and remittances are unlikely to be gender neutral. It is often taken for granted that female migration

from “patriarchal” societies forms part of household strategies such as family reunification and family formation (Chant, Radcliffe, 1992; Salih, 2001; de Haas, 2007). When women migrate alone, they are typically portrayed as passive victims of smugglers or traffickers, working under exploitative conditions in service sector jobs or prostitution, thereby denying them the power of agency that men are stereotypically ascribed. However, a high and increasing number of independent migrants are in fact women (de Haas, 2005; de Haas, 2007). Based on their research in four Guatemalan sending communities, Taylor et al. (2006) concluded “migration and social remittances may permit a gradual erosion of traditional gender and ethnic roles, but that such changes are gradual because migrants, despite their increased earnings and awareness, run into a social structure that resists rapid change”. Both Courbage (1996) and Fargues (2006) hypothesized that—besides factors such as older age of marriage, “increased female labour force participation and improved education—migration from North African to European countries has contributed to the diffusion and adoption of European marriage patterns and small family norms, and so has played an accelerating role in the demographic transition” (as cited in de Haas, 2007).

A European Agenda on Migration is clear in its recognition of the need to strengthen and develop new policies to respond to what are seen as new migratory pressures and challenges. Three main policy thrusts are evident in this Communication (EC, 2015:14–18; King, Lulle, 2016): more-effective asylum and visa procedures; firmer and more targeted measures for the integration of migrants; tackling irregular migration by, on the one hand, ‘smarter’ border management and, on the other, strengthening policies on legal migration, including a focus on attracting students and other talented and highly skilled persons.

The skill divide is blurred by de-skilling or up-skilling. That is to say, highly educated migrants can become low skill workers if they are not able to transfer their skills and qualifications; or low-skill migrants can be seen as ‘learning migrants’ who learn new skills and acquire human capital through training and experience abroad (Williams, Baláz, 2008). There are several ways in which integration can be broken down into its constituent elements of layers, domains or spheres.

With the European experience in mind, three very similar schemes exist, remembering always that integration is both a process and an end-point. The first and the most comprehensive one, builds on Heckmann's definition and involves four levels or layers (Heckmann, 2005: 13–15). Structural integration refers to individuals' and groups' positioning in terms of membership and participation in the core institutions of the host society (labour market, economy, the education system, housing, health and social welfare, citizenship and political participation). Cultural integration, also called acculturation, concerns the acquisition and transmission of knowledge about the culture and way of life of the receiving country. It has to do with norms, values and behaviours. Language is the most important variable here, as it is the key to so many other channels of integration. Interactive integration is the participation and acceptance of immigrants in the sphere of primary social relations and networks of the host society, often conceptualised through the acquisition and building up of various kinds of social capital. Typical indicators of interactive integration are friendship patterns, membership of clubs and organisations and, at a deeper level, romantic partnerships and intermarriage. Finally,

identificational integration develops at a later stage in the integration process and builds on the other three. It represents “the stage where the migrant sees her/himself not just as a migrant actor within the host-country social system but as having a real sense of belonging with that collective body – a sense of ‘we-ness’ with the host society and culture” (King, Lulle, 2016). Cutting across these spheres, domains and levels of integration into the host-society setting is the realisation that many migrants live between obvious tension and risk, described as a ‘balancing act’ which can pose dangerous and serious challenges.

» Research has found that the criminalisation of migration reinforces negative stereotypes against migrants and makes them even more vulnerable to exploitation at the hands of traffickers and other exploiters. «

As King and Lulle (2016) emphasise, trafficking and smuggling embody different sets of distinctive features. Both denote illicit, and usually profitable, activities that facilitate migration. The actions of traffickers typically include coercion, deception and the exploitation of migrants, while smugglers transport undocumented migrants across borders (Bartram et al., 2014: 80). Put another way, in the case of trafficking, the good exchanged is control over a person, therefore trafficking is primarily an offence against a person or persons. In the case of smuggling, the good exchanged is the illegal entry into a country, and thus the offence is against a state. Overall, migrants involved in smuggling still have agency; much less so the victims of trafficking (Campana et al., 2014). Trafficking into the sex trade potentially involves four categories of actor: the traffickers, the trafficked persons, the pimps and ‘madams’ who control and supervise those who have been trafficked, and the clients.

A particular challenge is posed by the large number of unaccompanied minors – defined as persons aged below 18 who arrive in a Member State without an adult responsible for them, or minors who are left in an unaccompanied situation after having entered the territory of a Member State. They numbered more than 23,000 in 2014, nearly double the figures for the previous two years (12,545 in 2012; 12,730 in 2013). This is a feature of asylum flows, which is less present in other migration flows. Unaccompanied minors are mainly boys: 86 per cent of those arriving in 2014, compared to a ratio of 54 per cent for accompanied minors. For both sexes, the status of being an unaccompanied minor renders them particularly vulnerable and exposed to exploitation.

The refugee integration process is not helped by the host societies' dominant discourses towards refugees and asylum-seekers, which often portray them either as vulnerable and powerless or as deceitful users of generous benefits, including scarce public housing paid for by local tax-payers (Ludwig 2013; Gateley, 2015). Usually there is a time period after which they may apply for a work permit and often there are conditions attached to taking up employment. Once asylum has been granted, they are legally entitled to work. In the meantime, the lengthy delays in processing asylum applications and any subsequent appeals tend to throw asylum seekers into a limbo, which may last for years. Such a state “is psychologically damaging, especially if they are

not allowed to work or are held in unsatisfactory reception or detention centres” (Schuster, 2011). Research has found that the criminalisation of migration reinforces negative stereotypes against migrants and makes them even more vulnerable to exploitation at the hands of traffickers and other exploiters (King and Lulle, 2016).

3. EDUCATION, FAMILY AND SCHOOLS IN MIGRANT INCLUSION

As shown by Parts (2013), the relationships between migration, social capital and social integration are complex and not well understood; some useful guidelines are as follows.

Social capital can be regarded as a specific characteristic of the social environment. It is built on the trust, norms, values and behaviours that govern interactions amongst people, and between people and the networks and institutions in which they are embedded. In short, social capital facilitates people's cooperation and ability to ‘get on’.

On the other hand, the ethnic and cultural diversity that is ‘produced’ by migration poses challenges to the functioning of social capital. Migration ruptures existing social networks and creates new ones. Alternatively, the migration process itself can be driven by social networks that are rich in social capital, as in the family and friendship networks of both strong and weak ties that shape chain migration from a particular local origin to a specific destination and which might, subsequently, lead to the creation of ‘hometown’ associations (King, Lulle, 2016).

» Pedagogical practices and instructional leadership that draw on the multiplicity of life experiences of all students will create transformative learning communities. «

Culture shock is another obstacle that the immigrant child has to overcome. One of the problems with culture shock is that it covers a large area of information. A few of the hurdles they face are language barriers, redefined gender roles, and economic obstacles. The immigrant child is trying to incorporate two diverse cultures into one. It is not uncommon for the child to follow “American” cultural norms in school and follow their ethnic culture at home. This can cause great stress for the student (Matlick, Melnick, 2002). Educating any student in the general education classroom can be difficult. Add in the challenges faced by immigrant students and a recipe for disaster starts to loom in the distance.

» In Europe's case, these educational differences are forging inequalities that challenge the European Union's fundamental values and chip away at the foundations of social order. «

What can we do to make learning a more rewarding experience for the immigrant student? (Matlick, Melnick, 2002) A further illumination on the rich learning experiences—academic, linguistic, cultural—that accumulate outside of traditionally defined “educational” contexts is needed: Chinatowns, refugee camps, extracurricular and youth leadership programs, parental work conditions, playgrounds, religious institutions, government offices, public transportation systems and

more. Pedagogical practices and instructional leadership that draw on the multiplicity of life experiences of all students will create transformative learning communities. Implementation of such practices can further benefit from sustaining collaborative partnerships between schools and other organizations that share a commitment to empowering children and youth in immigrant families. These overall efforts would likely enhance the educational experiences of non-immigrant children as well (Oh, Cooc, 2011).

Schools will need to rethink classroom strategies, family engagement practices, and how to best navigate cultural divides, as they are ill equipped to meet their needs.

To what extent can a rich and diverse multi-ethnic cultural environment improve the overall functioning of society? First, the workplace and the successful functioning of businesses – the link here being to economic integration. The other arena where cultural diversity has a profound impact is the classroom and, hence, various levels of the education system.

There are three main reasons why schools present such a challenging environment for the management of cultural and religious diversity. First, nearly all countries have compulsory education, which means that children will inevitably meet others from diverse backgrounds. Second, the school setting is one of intense interaction on a daily basis for several hours per day. And third, the school is an arena where many stakeholders (students, parents, teachers, principals, school governing boards, state agencies, churches etc.) may have different views on how the challenges of diversity, especially religious diversity, should be handled.

» Each culture relies heavily on the notion of family involvement. «

Across all countries surveyed, the key area of policy intervention identified is education, so that tolerant and respectful attitudes and behaviours towards diversity are fostered for the future (Triandafyllidou, 2012:19; King, Lulle, 2016).

A final point of relevance to social and cultural integration is that it assumes long-term or permanent settlement of the migrant population in the host country (King, Lulle, 2016).

The faces and lives of immigrant children are the bridges and pillars of our nation's constitutional fabric.

Each culture relies heavily on the notion of family involvement. Whether this constitutes extended family or the parents being active members in the education of the child, somehow family is always involved with the immigrant child. When a parent supports a student's education and are actively involved in their child's learning experiences, they are telling the child that education is important. When a parent puts an emphasis on the importance of receiving a good education then their child recognizes and puts an emphasis on receiving a good education, as well (Matlick, Melnick, 2002). King and Lulle (2016) consider education vital for integration, particularly of migrants who arrive at a young age and the 'post-migration' generations – mainly the 'second generation' who are born in a European host country to immigrant parents.

As noted, immigrants tend either to 'down-skill' to positions, which are below their formal educational qualifications, or to have low levels of education anyway; for their children, education is a way to attain a better socio-occupational status than their parents are.

Where school systems work against lower class and disadvantaged pupils, they are even more damaging for the children of immigrants. On the other hand, when systems offer extra support and opportunities, the migrant second generation profits more from these facilities than native-parentage children do. A particular challenge faces children who are brought into Europe by their parents or move within the continent when they have already started their school career in their home country. The older the children, the greater the problems. Those who arrive in their teens have been shown to have high dropout rates across a number of countries (Cohen-Goldner and Epstein, 2014; de Haas, 2007).

» In Europe's case, these educational differences are forging inequalities that challenge the European Union's fundamental values and chip away at the foundations of social order. «

It seems that ethnically differentiated educational practices are crucial determinants of social inclusion. In Europe's case, these educational differences are forging inequalities that challenge the European Union's fundamental values and chip away at the foundations of social order. Evidence shows that children of marginalised groups, especially poor children of poor families of minority ethnic background, are most at risk of educational exclusion.

» Schools have been the indispensable institution, absorbing new populations, and producing and maintaining the ties that bind the social fabric.. «

H. de Haas (2007) claims surveys indicate that international migrations have a negative effect on the level of schooling of children (McKenzie, 2006; de Haas, 2007). This finding corroborates others who suggested that schooling has no effect on incentives for international migration from rural Mexico, whereas schooling has positive effects on internal migration incentives (Mora and Taylor, 2006; Özden and Schiff; 2006; de Haas, 2007).

A point often ignored is that improved education is not only a potential result of migration and remittances, but also that the desire to obtain more education is often one of the very reasons for rural-to-urban (de Haas, 1998) and international (Bauer, Zimmermann, 1998; McCormick, Wahba, 2001) migration, and successful skilled international migrants may indeed stimulate other people to follow their path (de Haas, 2007).

Positioned at the front lines to respond to the demographic changes that have transformed America in the past and continue to do so to this day, schools have been the indispensable institution, absorbing new populations, and producing and maintaining the ties that bind the social fabric (Fass, 1989; Takaki, 1989; Tyack, 2003; Cherng, Sanzone, Ahrum, 2015).

» Without effective supports, immigrant youth are more likely to experience poor educational and life outcomes. «

Public schools in communities experiencing dramatic increases in immigrant populations are once again confronted with the enormous challenge of determining how best to respond to the needs of newcomers. As was true in the past, schools have received relatively little guidance in how to handle the task of integrating and educating immigrant children. Reports from schools and data collected on the performance of immigrant children indicate "many schools lack the expertise and resources needed to address their learning needs. In many school districts, recent immigrant students have the highest dropout rates and lowest rates of high school graduation and college attendance" (Rodriguez, 2014; as cited in ibid, 2015). They are also frequently overrepresented in special education, often due to a tendency in many districts to misdiagnose challenges in language acquisition as a form of disability (Figueroa, 2005; Cherng et al., 2015). The developmental importance of intentionally constructing and protecting spaces of belonging for students of immigrant backgrounds is crucial.

Scholars and youth have attested to the visible and invisible pain of marginalization and stigmatization associated with their documentation status, accent, parental (un)employment status, or lack of cultural familiarity in social settings. Schools, neighbourhoods, and community organizations are important developing contexts for facilitating all students to critically question and expand social spaces. It is in schools that immigrant students forge new friendships and sustain social networks (Oh, Cooc, 2011). As Cherng et al. (2015) emphasise, "some schools and districts are struggling to meet the needs of immigrant students simply because there is an absence of personnel who possess the language and cultural skills to communicate effectively with students or their parents".

Miscommunication and cultural conflict are more likely when school personnel lack the linguistic and cultural expertise to communicate with parents. Immigrant youth face a number of challenges that are directly related to their adjustment to life that place them at greater risk of experiencing negative life outcomes. Existing research suggests that when these risks are not addressed, immigrant students often experience a heightened degree of vulnerability to negative social, psychological and educational outcomes. For example, in many communities, immigrant youth have higher rates of teen pregnancy.

Without effective supports, immigrant youth are more likely to experience poor educational and life outcomes (Cherng et al., 2015). It is imperative that teachers be aware of the cultural differences among students. Essential to the success of any child is their level of comfort in the classroom. If a student does not feel comfortable, safe and accepted by the classroom teacher, then they are less likely to be a productive member of the class. If the student views every interaction with their peers and me as negative and hurtful, then that immigrant student will be afraid of the repercussions. Repercussions that they perceive they will have to endure during and after class activities. Communication also plays a key factor in an immigrant student's success in school. If a student is having difficulties understanding English, then there is no doubt that they will have difficulties in the classroom. (Matlick, Melnick, 2002).

At the same time, many aspects of the law, policies and practices related to the criminalisation of migrants and those acting in solidarity with them, may have the effect of undermining institutional legitimacy. Fair and respectful treatment of migrants will on the other hand contribute to building public trust and thereby increase compliance with the law. The common basic principles (CBPs) set out in the 2005 document were as follows (King and Lulle, 2016): a) integration is a dynamic two-way process of mutual accommodation; b) integration implies respect for the basic values of the European Union; c) employment is a key part of the integration process and is central to the overall participation of immigrants in the host society; d) basic knowledge of the host society's language, history and institutions is indispensable for integration; e) education is critical for preparing immigrants, and especially their descendants, to be successful and active participants in society; f) access for immigrants to institutions, as well as to public and private goods and services, on a basis equal to national citizens and in a non-discriminatory way, is a crucial foundation for integration; g) frequent interaction between immigrants and Member-State citizens is a fundamental mechanism for integration, h) the practice of diverse cultures and religions is guaranteed and safeguarded, unless these practices conflict with other inviolable European rights or with national law; and i) the participation of immigrants in the democratic process and in the formulation of integration policies, especially at the local level, supports their integration.

4. CONCLUSION

Cultural competency requires, first and foremost, that teachers see themselves as lifelong learners who will inevitably encounter new cultures in the classroom, whether immigrant, racial, technological, stylistic, and more. Researchers have shown that educators' racial biases and stereotypes, whether explicit or unconscious, have significant effects on student learning and feelings of inclusion. There is room for optimism, because researchers have also begun to help us understand what kinds of actions – some small, and others big – we can take to reduce the effects of stereotypes and biases in the classroom (Tamer, 2011). To prepare teachers to work with newcomers, schools can offer teachers

professional development opportunities that focus on culturally responsive education and teaching methods for immigrants (Cherng et al., 2015). The goal of this type of professional development is to help teachers support students as they transition to a new life and learn a new language and cultural norms. Schools can also be more intentional about hiring teachers and support staff who speak the language of the dominant immigrant group in their community. Furthermore, administrators, teachers, guidance counsellors, and other school staff should be aware of the unique challenges faced by recent immigrants and be in a position to address these needs through direct service, referrals to outside agencies, or other supports. Whether it be mental health services, housing assistance, or legal help, schools should consider appropriate and effective ways to provide this support to students and their families and permanently strive to empower those in need.

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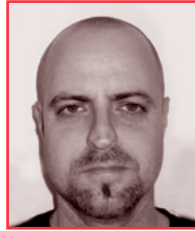
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INTERCULTURAL CONTACT THROUGH THE PRISM OF SOCIAL PSYCHOLOGY

>>SUMMARY

The article tries to connect the current European (and Slovenian) developments related to the migrant or refugee crisis with the insights of social and intercultural psychology. In the context of migration and intercultural contact, useful topics include the explanatory models of acculturation, the process through which groups or individuals with diverse cultural backgrounds are in direct contact and mutually influence the original cultural traditions. Another important concept from a narrower and more concrete aspect is that of prejudice, which is typically considered in the sense of a hostile attitude towards social groups. If analyses of acculturation strategies provide a broader social insight into the problems of our time and a potential consideration of possible social perspectives, a socio-psychological consideration of prejudice opens up the potential for more concrete, inter-group, group or interpersonal strategies in confronting the migration and refugee crisis, whereby it is necessary to highlight that the “contact hypothesis” is central to possible interventions. Both perspectives, in turn, contribute to potential mitigation of the tensions in society that are the result of the current situation in Europe.

>>KEY WORDS

Migrations, intercultural contact, refugee crisis, social psychology, prejudice

1. INSTEAD OF AN INTRODUCTION: THE BALKAN ROUTE AND ALL OUR FALSE BELIEFS

A. is a Syrian. He is in his late twenties, maybe even thirty. He is a graphic designer. He is from Homs. When fighting broke out in his home town, he left for Aleppo. When fighting spread to Aleppo, he fled to Turkey and lived in a refugee camp for several months. He tried to integrate into Turkish society and even found a job that suited his occupation. However, despite working day and night, the pay was miserable. He then left towards the Mediterranean and Greece. I met him in the late fall of 2015 in Šentilj, on the Slovenian-Austrian border, at the end of the “Balkan route”. He wanted to go to Norway because he likes snow. When I asked him what he was expecting from Europe, he answered without any glow: “To be able to live.”

» When I asked him what he was expecting from Europe, he answered without any glow: “To be able to live.” ◀

This is just one of many stories by refugees and migrants, people who crossed many countries between the Mediterranean, Northern and Western Europe in the late-summer early-fall months of 2015. Even though hundreds of thousands of people crossed Slovenia, most of them experienced the country in hours rather than days. The short transit contact led to different reactions. The sentiment of those who saw the refugee developments as a threat is best illustrated by the uncensored text that I borrowed from an anonymous commentator M., who wrote the following under one of the news items of a Slovenian news portal on 19 November 2015:

» By increasing the number of particles and elements, the complexity of the system also increases, whose consequence is lower predictability. ◀

“Only someone who has not yet been in contact with them can be romantic towards Islam, the Arabs and Africans. I understand that because I had been brainwashed all my life that we are all born equal. Unfortunately, real life shows that is not true. And statistics confirm this. Reasons for that have been scientifically proven (us whites have the largest and most developed brain of all races); however, for the sake of non-discrimination, this is deliberately not talked about. The Roma are a good example: they have lived among us for a thousand years, yet they are still aggressive criminals who live on welfare and breed like rabbits. The only reason they have not outnumbered us to a minority is that they were not considered equal by our predecessors and were kept under control. And if they are kept equal in the future, we will soon be like the whites in the South African Republic. Since apartheid was abolished, the proportion of whites decreased from 50% to 8%, and every year blacks kill almost 1% of the white population. Once prosperous, the country has become ruined. The same destiny awaits European nations if we don't do something about it.”

We will skip the analysis and evaluation of this text here, because it will be dealt with in more detail later. However, let me say that such reactions were foreseeable, and it would be naive to deny them and claim that these things are not possible in a modern, democratic and open (plus many other things) society. What is more important is

that such reactions or messages, if dispersed (which is not unlikely to happen in a virtual world where populist statements often go viral), can contribute to the mosaic of a social climate that polarizes people where it should not. One example of that is the event from February 2016, when the manager of the dormitory for high school students in Kranj was fiercely attacked by parents and teachers because of the proposal to use the dormitory to house refugee children with no parents. A more recent one is from September 2016, when three men physically assaulted an asylum seeker from Iran in the morning hours in the center of Ljubljana.

2. MORE PEOPLE, MORE CONCERN, OR THE SOCIAL PSYCHOLOGY OF INTERCULTURAL CONTACT

If for a moment we draw parallels with the sciences, one law has it that by increasing the number of particles and elements, the complexity of the system also increases, whose consequence is lower predictability.

Something similar applies to groups or communities of people. It is perhaps easier to describe individuals when we deal with them individually; however, once they are placed in the context of social interaction with others, things are no longer that simple – in particular, if the individuals engaging in this interaction differ in any of the features. In addition, it matters if individuals differ from one another, have no previous record of considerable, extensive mutual contacts and engage in contact because of recent unforeseeable circumstances.

Social psychology is the discipline in psychology that focuses on comprehensive social contacts (social interaction), and does so from various perspectives. It also studies the impact of social processes on individuals or mutual relationships as well as on groups, and, finally, on entire social systems and culture. The opposite also applies: individuals, groups and social systems shape social processes.

The European refugee crisis is a concrete example of the broadest context of social interaction: when one culture directly encounters another culture. This has many consequences for both society and the various social groups within it, as well as for mutual interactions and individuals.

We will now try to shed light on the concrete Slovenian reality of dealing with the refugee crisis through various aspects of social psychology. Let us begin with the broadest aspect.

2.1. Arrivals and departures: Migration

Migration usually does not denote journeys of people who change location on a daily or cyclical basis because of work. It also does not relate to individuals who move from one location to another in the same country. We primarily see international relations where individuals or groups change one geographical location and culture for another, which has an effect on all spheres of their lives (Bierbrauer and Pedersen, 1996: 401).

A simplified view of migration is a permanent change of residence by an individual or a group; however, at a deeper level, the process is more complex and can radically change on individual's future life

(and evaluation of one's own past). This complex phenomenon should be seen in the context of historical and political events surrounding a particular migration, and also as a social phenomenon because behind it lies social pressure in the sense of social, economic and political problems and opportunities; finally, this is a particularly individual process because each migrant is motivated by his own thoughts, by identified threats or opportunities; migrants can consequently migrate to the same country for a completely different mix of reasons (Bierbrauer and Pedersen, 1996: 400).

According to the United Nations, globally the number of migrants (i.e., people who live in a country different from the one in which they were born) between 1990 and 2015 increased from around 152 million to around 244 million people; the proportion of the global population increased from 2.9% to 3.3% (United Nations, Department of Economic and Social Affairs, 2015). Among target migration countries, are a few traditional ones such as the US, Great Britain, France, Canada and Australia; others have only recently become targets, such as Germany and the Gulf countries (Qatar, United Arab Emirates, Kuwait). The Gulf countries are the ones with the largest proportion of migrants per number of inhabitants, which exceeds 70% in 2015 (United Nations, Department of Economic and Social Affairs, 2015).

Migration is caused by a range of factors. In plainer terms, we can classify them as the push and pull ones as well as the networking ones (e.g., see Bierbrauer and Pedersen, 1996). The former comprise reasons depending on the situation in the migrants' source country, e.g., military conflict, (geo)political tension, ecological disaster and economic reasons (poverty). The latter refers to those factors concerning the target country, e.g., the political system, economic opportunities and social well-being, the need for workforce, personal reasons (e.g., the testament). In concrete examples of migration, the push and pull factors complement each other and often go hand in hand with another factor: networking. The latter is best illustrated by a potential social network or migrant community (including relatives and acquaintances) in the target country, which strengthens the effect of the push and pull factors and at the same time mitigates the migration process.

We can distinguish between different types of migration in terms of their causes. If it concerns individuals fleeing war and/or the political situation in their own country, individuals whose life is directly in danger, we can talk about refugees. The second large group comprises economic migrants, who migrate for economic reasons (high levels of poverty and poor social conditions) and whose life is not directly in danger. Individuals from the former group often become asylum seekers; among economic migrants, one segment will become illegal migrants.

If migrations are seen as a process, one important point in it is the confrontation between different cultures: intercultural contact.

2.2. To be together: Intercultural contact

In the past, migrations were less common for various reasons (e.g., geographical barriers, institutionalized segregation and the difficulty of assimilation), which is why studying cultural diversity from an intercultural point of view was of less interest (e.g., Moghaddam, Taylor and Wright, 1993). However, since the 1990s studying the many

processes and intercultural contacts between diverse (cultural) groups has established itself in intercultural psychology, a subdiscipline of social psychology (overviews of the field can be found in several books, e.g., Berry, 1997; Berry, Poortinga, Segall and Dasen, 2002; Berry and Sam, 1997; Segall, Dasen, Berry and Poortinga, 1999; Smith and Bond, 1999; Smith, Bond and Kağıtçıbaşı, 2006). From a psychological point of view, the complexity of the migration process and of intercultural contact can be dealt with at various levels of psychological analysis: (i) individual (e.g., reasoning, emotions and personal dispositions); (ii) interpersonal (e.g., dyadic interactions); (iii) ingroup (e.g., conflicts within the group); (iv) intergroup (e.g., conflicts between groups); and cultural (e.g., differences between cultures and migration policies) (Bierbrauer and Pedersen, 1996: 400).

One important aspect of a comprehensive consideration of intercultural contact is acculturation, which relates to the process through which groups or individuals with diverse cultural backgrounds come into direct contact and mutually influence the original cultural traditions. The acculturation process in general can be dealt with at the broad socio-cultural (group) level, the level of intercultural strategies, which comprise ecological, cultural, social and institutional aspects and in general answer the question of how people from various socio-cultural backgrounds try to live together (Berry et al., 2002). On the other hand, acculturation can be dealt with at the psychological (individual) level, which comprises the process of psychological acculturation, i.e., the process of personal change in the sense of identity, values, attitudes and an individual's knowledge and acculturation stress that usually accompanies it; and the consequent adaptation that represents the long-term, relatively stable result of acculturation and is psychologically defined by a feeling of personal well-being and self-respect and competences in everyday interpersonal relations (ibid.).

Historically, the first schema of acculturation (as a consequence of migration) was originally seen as simple or onedimensional. Individuals and groups that migrated to a new socio-cultural environment, adapted to this as best they could and tried to internalize the change. In the sense of idealization of a complete identification with a new (dominant) culture, we can talk about an assimilation strategy.

The model of acculturation that established itself in the subsequent literature was Berry's two-dimensional acculturation model, which originated in the 1970s (see Berry, 1970). This model considers two important questions regarding the direction of acculturation that indicate the relation between the minority (migrant) culture towards its own culture and the relation towards the dominant culture. There are four possible ways at the intersection of potential answers, which illustrate four possible acculturation patterns: assimilation, integration, separation and marginalization. An illustration of the acculturation strategy schema is shown in Figure 1.

» It is precisely in the logic of various acculturation expectations of the migration group and the dominant culture that the diversity and complexity of intercultural contact in the modern world lies. And, in turn, this becomes a source of conflict.. «

When a minority group (or an individual) tries to retain their own cultural identity and establish diverse contacts with the majority (dominant) culture, we can talk about an integration strategy. If individuals or a group abandon their own cultural identity but at the same time establish and maintain strong contacts with the majority culture, this means the strategy of assimilation. Isolation from the dominant culture leads to two acculturation strategies: separation, which includes retaining one's own cultural identity; or marginalization, which is a combined with the reduction of the importance of one's own cultural identity.

Berry's model of acculturation strategies has become established, even though it has undergone criticism. Critics point out that the model is limited to the perspective and consequently the strategies of the minority (migrant) group, while it does not consider acculturation expectations of the target (dominant) culture (e.g., van Oudenhoven, Judd and Ward, 2008). Bourhis, Moïse, Perreault and Sénécal (1997) problematized this through the marginalization strategy because it is difficult to accept that migrants would voluntarily accept marginalization; instead, it is more likely that they have no choice, and consequently migrants' acculturation expectations interact with the target (dominant) culture. This is a form of exclusion strategy. On the other hand, some migrants may not identify strongly with either their own or the dominant culture because they choose their own individual strategy of acculturation (individualism). Such individuals are often more cosmopolitan and selectively adopt individual elements or groups of elements of diverse cultural traditions. A modification of the model is shown in Figure 1.

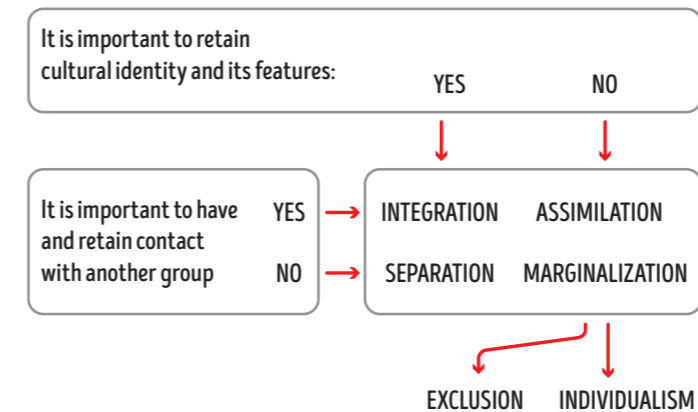


Figure 1: Two-dimensional model of acculturation strategies
Source: Adapted from Berry (1997) and Bourhis et al. (1997)

A more recent version of Berry's model of acculturation strategies includes both aspects in the overall schema: the strategies of the minority (migrant) group and the strategy of the dominant culture (e.g., Berry, 2001). Variants of preceding strategies of the minority group at the level of the dominant culture are as follows: multiculturalism (if the dominant culture prefers integration); the "melting pot" (if assimilation is that which the dominant culture expects); segregation (when the dominant culture requires separation); and exclusion (when

the dominant culture strives towards marginalization). The latter in its extreme form could even be referred to as ethnocide (Berry et al., 2002: 355).

Another aspect connected with the acculturation process is highlighted in the modern globalized world. Van Oudenhoven et al. (2008) highlight transnationalism as a process that related to the numerous ties and interactions that connect individuals across borders of (national) states (p. 156). This is the process by which migrants establish and maintain the many and varied social relationships that connect their source societies and the societies of their new settlement. Berry's expanded schema has another dimension that includes the question about the prominence of the desire to have transnational contact.

It is precisely in the logic of various acculturation expectations of the migration group and the dominant culture that the diversity and complexity of intercultural contact in the modern world lies. And, in turn, this becomes a source of conflict. They imagine that a dominant culture (we shall not name it) as a general principle supports assimilation, projects on the migrant group that the latter prefers separation, while the latter would prefer integration and at the same time aspires to establish transnationalism in the future.

2.3. Ours and theirs: Stereotypes, prejudice and discrimination

When members of one social group come into contact with members of an unfamiliar group, they are strangers to one another. The concept of the stranger has a relatively long sociological tradition (e.g., Simmel, 1908/1950) and is of interest to us in the context of social interaction because it encompasses the essential element of this relationship: because they do not belong to our group, their personal cultural knowledge is weak, and our relationship towards them tends to be a generalized perception on the basis of the group to which they belong. This is basically stereotypical categorization.

Stereotypical categorization is a process that leads to a generalized conviction about the common properties of social groups, which is the cognitive side of the concept of prejudice (e.g., Allport, 1954). The most characteristic feature of the latter is contained in the affective component, which concerns the attitudes towards or evaluations of social groups that usually have an (extremely) negative or hostile character. Other social groups in this context include, e.g., members of other ethnic or national groups and cultures or persons with other lifestyles (e.g., on the basis of religion, sexual orientation or subculture). Another element of the concept of prejudice is the behavioral component, i.e., discrimination, which defines action intentions and actual action towards (stereotyped) social groups. According to Allport (1954), behavior connected with prejudice (may) develop in five stages: from antilocution, avoidance, discrimination and (physical) attack, to extermination (genocide).

It is somehow by default that prejudice becomes a mirror image of ethnocentrism and, as such, is universal in intercultural relations (e.g., in LeVine and Campbell, 1972); however, this raises the question why these two attitudes appear in the first place.

If Allport (1954) assumed that stereotypical categorization was a universal psychological process, a general mechanism of seeing and

processing others, it is then interesting when this process of simplifying social groups becomes negative, and turns completely into prejudice.

» Stereotypical categorization is a process that leads to a generalized conviction about the common properties of social groups, which is the cognitive side of the concept of prejudice. «

Of help here is Social Identity Theory (SIT; Tajfel and Turner, 1986), which assumes that an individual's knowledge and self-experience comprise individually acquired knowledge (personal identity) and knowledge that the individual acquires by belonging to a social group (social identity). Regardless of the individual or social aspect of identity, individuals strive for positive self-evaluation. Consequently, the individual in his relationship towards the social group whose member he is and with which he identifies, strives towards a positive evaluation of the group, which comes to prominence particularly in inter-group relationship situations and inter-group comparison. Consequently, comparison of one's own group with another, external one, can lead to negative perceptions and evaluations of this external group. According to SIT, this is the source of prejudice. Stereotypical categorization of the external group thus merges with its negative evaluation.

Such inter-group dynamism is a potential source of conflict. This applies in particular if we talk about groups that are mutually different, e.g., in combinations of remote cultural and religious traditions. Another important driving force behind the escalation of conflict involves the objective circumstances, a situation which is well defined by the Realistic Group Conflict Theory (RGCT; e.g., Jackson, 1993; Sherif, 1966). According to this theory, hostilities between groups escalate as a result of conflict aims and competition for limited resources (e.g., money, political power, social status or security).

3. FROM WORDS TO ACTION, OR HOW TO GET STARTED

Based on the above, the interesting question is what should be done in the concrete Slovenian microreality and beyond it. The question to tackle in this context is the one that appears in the analysis of prejudice: how can we overcome it? Or, in the context of acculturation at the psychological level, how can we reduce acculturation stress and consequently achieve successful adaptation?

In his classic work *The Nature of Prejudice* (1954) from over six decades ago, Allport offered a simple formula: the contact hypothesis. When different groups come into direct everyday contact, this reduces prejudice. In later works and studies, this hypothesis was expanded, further elaborated (e.g., Sherif, 1966, Amir, 1969) and empirically verified (Pettigrew and Tropp, 2000).

Contact itself does not necessarily have longterm effects unless it meets certain conditions that are summarized by Bierbrauer and

Pedersen (1996) on the basis of past studies:

- (i) equal status between the groups that have contact;
- (ii) diverse contacts with members of differing status between two groups;
- (iii) a positive social climate that favors contact;
- (iv) more intimate contacts between individuals;
- (v) pleasant and rewarding contacts;
- (vi) existence of functionally significant results.

Moreover, if we turn these premises around, we get the conditions that trigger hostilities between two groups:

- (i) contact that causes competition between the groups;
- (ii) unpleasant and involuntary contacts;
- (iii) contact that lowers the status and privileges of one or both groups;
- (iv) contact that leads to frustration and the process of seeking a scapegoat;
- (v) contact that breaches the moral and ethical standards of one or both groups.

Based on the previously mentioned studies and models, the theoretical and practical foundation of the current refugee-migrant situation is clear. In the context of confronting migration, it makes sense to harmonize at the social level the image of the majority (dominant) culture about its vision of migrant integration, which should be clear as regards this (migrant) group; at the same time, it is necessary to know exactly how the migrant group sees the outcomes of intercultural contact (acculturation). In addition, in bridging potential inter-group tension and conflict, it is necessary to follow the logic and the guidelines of the contact hypothesis, which contributes to the creation of a general social climate of cooperation and cohabitation on the micro-level of relationships. In this context, potential integration of various social groups is complemented by the Common Ingroup Identity Model (Gaertner and Dovidio, 2000), which presupposes that, once the separated (minority) group is accepted by a larger (majority) group, more positive attitudes towards members of the former external (minority) group should prevail in the group dynamic.

At the end, it might make sense to ask questions that may not replace direct (ingroup or intercultural) contact; however, they mentally represent an important and decisive step in the direction of understanding the other and his position. The questions are as follows:

- (i) What is the broader social and historical context in which radical migrations occur?
- (ii) What makes the individuals in migration waves radically cut their social ties and their past and head for an uncertain future, replete with risk and danger?
- (iii) How do these individuals see and explain their position independent of others' perspective?
- (iv) What does our attitude towards them tell us about ourselves?

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EDUCATION OF MIGRANTS AND REFUGEES (EMR) EMR SCHOOL MODEL

Schools of good general quality are also good for the education of migrant and refugee students.

>>SUMMARY

EMR is a learning process involving perceptions, relationships interactions between the self and the other in local and global contexts. The ethical imperative of EMR refers not only to countries distant in the global sphere, but also to local contexts and the diversity of EU communities, as well. EMR must have an important role in all EU national education systems, in curriculum development, teacher education, innovation of school practice and cultivation of educational landscapes. Schools must put EMR into the process of learning and teaching if it is to be considered quality education. The EMR school model provides a systemic framework for planning and analysing initiatives in school within the national education system. Developing the EMR school model of effective initiatives is a powerful learning experience. The key question or dilemma which experts face in the field of ERM is the implementation of the themes and goals of EMR within existing school praxis. The Slovenian ERM school model has three basic elements like every classic house: a roof, a core or floors, and a foundation. The architecture of the ERM school model, especially its core, is mostly influenced by the structural ideology of curriculum: target, process or content, curriculum ideologies that are oriented to children, knowledge or society, and mostly the cultural environment, in which the ERM school model operates.

>>KEY WORDS

migrant and refugee students (MRs), education of migrants and refugees (EMR),
EMR school model

Knowledge for my dreams

1. INTRODUCTION

In this article we will talk about migrant and refugee students (MRs), “migrant and refugee children” or “migrant and refugee young people”. The text addresses the nature and causes of the educational disadvantages for MRs in EU schools and ways of solving them. What kinds of pedagogical approaches do the young migrant and refugee population need?

In the article we will show some of the actual problems of migrant and refugee children in European education systems and societies. We do not mean, however, to present a “deficit” model of the young migrant and refugee populations in Europe. There is a huge amount of talent and creativity among them, and some groups are already outperforming their local peers. That is why the development of this potential requires large effort in EU schools.

The article will aim at giving answers to the following two questions:

- How can schools be improved to better meet the needs of migrant and refugee children?
- What kind of support for individuals can be given within school programmes?

The learning achievements of migrant and refugee pupils are generally lower than those of natives (Stanat et al. 2006). The socio-economic structure of school classes and the influence of peers have a significant impact on the learning achievements of refugee and migrant children. Many migrant and refugee pupils are in schools where they form the majority of the school population. Although the influence of peers plays an important role in their school achievements, segregation of schools undoubtedly hinders their successful integration into the host society.

- » The socio-economic structure of school classes and the influence of peers have a significant impact on the learning achievements of refugee and migrant children. «

Lower learning achievement levels are related to the fact that migrant and refugee children initially have a disadvantaged position in the education system of the host country. Countries with a well-developed system of preschool education and a relatively late and flexible selection of students into different levels of the education system offer better start opportunities for migrant and refugee children (Entorf & Minoui 2004; Schütz & Wößmann 2005). Many educational experts consider cultural difference and cultural dominance as starting points for explaining the problems of migrant and refugee children in the host educational systems. It is also clear that highly selective school systems contribute to increasing the problems of migrant and refugee children and do little to help them.

- » The problem for many migrant and refugee children is that they cannot fulfil these normal expectations and thus are often excluded from the school system. «

The Way towards Ethical Education - Good Practices in the Education of Refugees and Migrants

Good schools are also good for the integration of migrant and refugee students. However, it may be necessary to establish new organizational structures and new pedagogical approaches for the support of migrant and refugee students, as well. The school as an organization is primarily interested in the normal functioning of its operations (Radtke 2004). The problem for many migrant and refugee children is that they cannot fulfil these normal expectations and thus are often excluded from the school system.

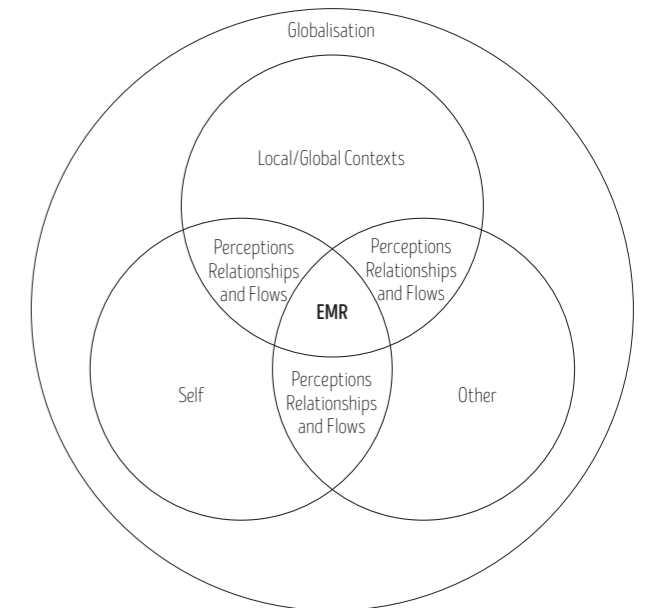
- » Countries with a well-developed system of preschool education and a relatively late and flexible selection of students into different levels of the education system offer better start opportunities for migrant and refugee children. «

2. EDUCATION OF MIGRANTS AND REFUGEES (EMR) IN EU SCHOOLS

We can define EMR as a learning process of perception, relationships and flows in the interface between three spheres: the self, the other and local and global contexts (Andreotti, 2011), as presented in Figure 1.

Figure 1: Education of Migrants and Refugees

Source: Andreotti, 2011, p. 15.



2.1 Multiple Meanings of EMR

In this representation, EMR can be seen as an umbrella term for other educational streams, for example: education for peace, human rights

and development education, intercultural and multicultural education and education for global citizenship. EMR should equip learners to make informed and responsible choices about their impact and contribution as global citizens in their local and global contexts (Andreotti, Souza, Räsänen & Forghani 2007). Gilbert J. (2005) proposes that 'knowledge societies' should be based on different conceptualizations of knowledge and learning, where knowledge is understood as a verb rather than a substance, and learning as the creation of knowledge rather than its reproduction. Some authors consider that education should be organized around the key competences of learners – ones that they will need to survive in societies of rapid change and increasing complexity and diversity (Hargreaves 2003). Schools must prepare learners and teachers to be 'powerful learners' in 21st-century societies preparation, which includes: migration, refugees, curiosity, courage, exploration, experimentation, imagination, reason, discipline, sociability and critical reflection (Claxton 2008). EMR must train educators to make informed and responsible pedagogical choices that will equip students for coping with the increasingly complex forces that shape our lives and to develop student abilities to play effective roles in their individual and collective futures (Pike 2008).

2.2 The Ethical Imperative of EMR

The ethical imperative of EMR refers not only to distant countries in the global sphere, but also to local contexts and the diversity of EU communities as well. This can only be done if we understand where we have come from and start to learn from the past to stop reproducing the historical patterns that have created current inequalities. From this perspective, EMR is a collective effort to engage with complex, diverse, uncertain and unequal societies and to face contemporary crises, by learning from past mistakes. EMR cannot find a perfect solution for all, but it can open the possibility for present and future generations to make different mistakes and to move on with our collective learning process (Andreotti, 2011). Social, emotional, generational and contextual issues of EMR should be taken into account in the creation of learning spaces for students to explore global issues. The responsibility of the teacher lies not only in having an experience of engagement with negotiation among varied worldviews in order to create safety and orchestrate learning, but also in having the knowledge, capacity and sensitivity to support learners through their crises of learning, unlearning and engaging with the world outside the classroom. This brings us to the conclusion that a teacher who is not a global citizen and global learner cannot teach EMR effectively. The experience of EMR can happen in multiple sites, teacher education being an important one. Therefore, teacher education, both pre-service and in-service, must be prepared for a big shift, if it wants to prepare teachers and student teachers for EMR (Andreotti, 2011).

2.3 Initiatives in EMR

Learners also need access to diverse social analyses and theories that can support them in engaging with the complexity of a global world (Regan 2010). Teacher education should do what is almost impossible to imagine: to equip professionals to know themselves, their relationships and local/global contexts, to dedicate their lives to others and be able to cope with the uncertainty and open-endedness of the global

world (Andreotti, 2011). This will be extremely difficult to achieve in learning environments where instrumentalism and insistence on traditional ways of education are the order of the day. Building on the Maastricht Declaration 2002 and drawing on EU national experiences, the following findings are crucial for development of effective initiatives in EMR within a national education system:

1. Schools must put EMR at the center of learning and teaching if it is to be considered quality education.
2. EMR has a crucial role in all national education systems, in curriculum development, teacher education, innovation of school practice and cultivation of educational landscapes.
3. The conceptual development of EMR has journeyed far in the past decade, and must travel on. Broader conceptual debates, a clearer educational perspective and deeper ethical foundations must provide stronger theoretical frameworks for EMR.
4. Curriculum development or educational reform is better understood as a critical, participatory and child centred learning process. EMR is an important part of ongoing and forthcoming curricular reform in EU countries.
5. EMR is primarily about the formation of key competences for global citizens in a context of lifelong learning.
6. There are many EU countries with examples of good practice in effective partnership for EMR. These examples must be shared effectively at the EU level through coordination and cooperating networks. There is also a need for greater European and global networking between Ministries, Agencies, NGOs, teacher educators and educational researchers in this field.

» There are many EU countries with examples of good practice in effective partnership for EMR. These examples must be shared effectively at the EU level through coordination and cooperating networks. «

3. THE EMR SCHOOL MODEL OF EFFECTIVE INITIATIVES IN EDUCATION

The EMR model provides a systemic framework for planning and analysing initiatives in schools within the national education system. It is important to know that models are always simplifications of reality. Despite their common basis in EMR and shared goals and objectives, each initiative continues to develop in somewhat different ways, with localized goals and objectives within local organizational contexts and cultural norms. The EMR model is intended to guide, not to prescribe what and how initiatives should be built into the education system. Indeed, to take the model as a prescription would be to work against the dynamic, innovative, change-oriented and participatory spirit that underpins effort in EMR.

3.1 Composition of the EMR School Model

The model is composed of twelve (12) interrelated components which comprise a number of subcomponent elements or criteria important for developing effective initiatives (Cassidy, 2007).

The components are as follows:

1. EMR vision and values
2. EMR goals and objectives
3. Supporting environment
4. Leadership, governance and decision-making
5. Management and implementation
6. Planning
7. Communications
8. Resource
9. Schools and communities
10. Partners
11. Monitoring and evaluation
12. Results

3.2 Interconnection of the Components

Components 1, 2 and 3 of the model are differentiated from all others as the foundational components of the EMR school model. Component 4 sits above initiative and Component 11 below it, figuratively and literally, as these components represent the glue holding the initiative together. Components 5, 6, 7 and 8 comprise the work that must be done to put in place and effectively manage implementation of the initiative and create the optimal conditions to ensure maximum benefit from all partnerships and for all partners (Cassidy, 2007). Components 9 and 10 are at the core of the EMR school model – facilitating the effective alignment and linkage of the knowledge, skills and other resources to improve the quality of the educational experiences offered to all students and achieve the desired goals and objectives of each initiative. Component 12 stands alone to keep the focus on the ultimate goals of all such initiatives – opportunities for all students to receive a relevant, quality educational experience.

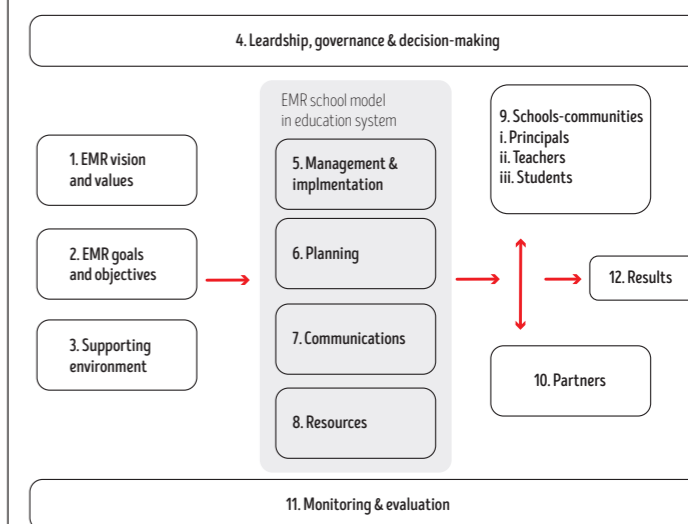
3.3 Key Role of Teachers

Sustained partnership involvement is critical to the long-term success of initiatives. It must be carefully managed and should not be taken for granted. Monitoring and evaluation and considerations of scale-up and

sustainability are essential to the long-term success of initiatives and should be given full attention (QCA. The Global Dimension in Action, 2007). While initiatives are linked and guided by a set of core values, development objectives and shared goals, the main focus should be on the attainment of results (QCA. Cross-curriculum dimensions, 2008). Crafting the specific strategies and mechanisms for achieving the desired results is the responsibility and work of the national leadership and its governance. Strong, systemic management is essential for a successful initiative in EMR. Changing classroom practices in schools is more complex than is typically understood or planned for. Teachers and principals are at the heart of the change process in EMR and their active participation is critical to the initiative success (DfES, DFID, DEA, QCA. Developing the Global Dimension in the School Curriculum, 2005). Developing EMR school model is a powerful learning experience.

Figure 2: The EMR Model of Effective Initiatives in the Education System

Source: Cassidy, 2007, p. 2



4. THE SLOVENIAN EMR SCHOOL MODEL

The key question or dilemma which experts face in the field of education of migrants and refugees is the implementation of themes and goals of EMR within the national education system of individual countries. This also includes curriculum development, permanent teacher training and education as well as guarantees of the quality of education. School practice has proven that the extensive project work that is being done in the field of EMR in EU countries is being included in the formal school curriculum only with difficulty.

4.1 The Key Questions

The basic concept behind the EMR school model concerns how to implement education for migrants and refugees in school praxis. The model is concentrated on finding answers to the following three key questions (QCA. A Big Curriculum Picture, 2008):

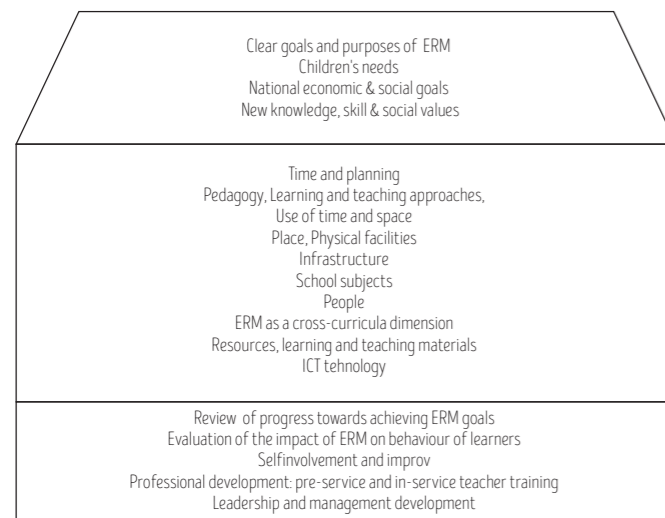
- What are schools with EMR trying to achieve?
- How will the schools organize learning?
- How well are schools achieving their aims?

4.2 Basic Elements of the ERM School Model

The Slovenian ERM school model has three basic elements as with every classic house: a roof, a core or floors, and a foundation. The school roof is formed and stabilized by clearly set national ERM goals and the personal goals of children (QCA. A Big Curriculum Picture, 2008). The core, distributed according to floors, includes school practice as a whole, as well as planned and personal learning experience. The foundations of the school include assessment of student knowledge as an integral part of effective learning and teaching. Therefore, school authorities should ensure reliable criteria for which they are responsible to all education participants, in particular for assessing knowledge (Naji, 2011).

Figure 3: The Slovenian ERM School model – Basic Elements

Source: Naji, 2011, p. 81



The basic elements of the ERM school model – roof, core and foundations – are acceptable for all national environments. The architecture of ERM school model, especially its core, is mostly influenced by the structural ideology of curriculum: target, process or content, curriculum ideologies that are oriented to children, knowledge or society, and mostly the cultural environment in which the ERM school model operates.

4.3 Learning and Teaching Experience

On the first floor of the ERM school model, the statutory expectations of society in the field of sociology and natural science are realized through current school subjects. The second floor includes cross-curriculum dimensions that enable connections between school subjects and advance the development of the personal, learning and mental

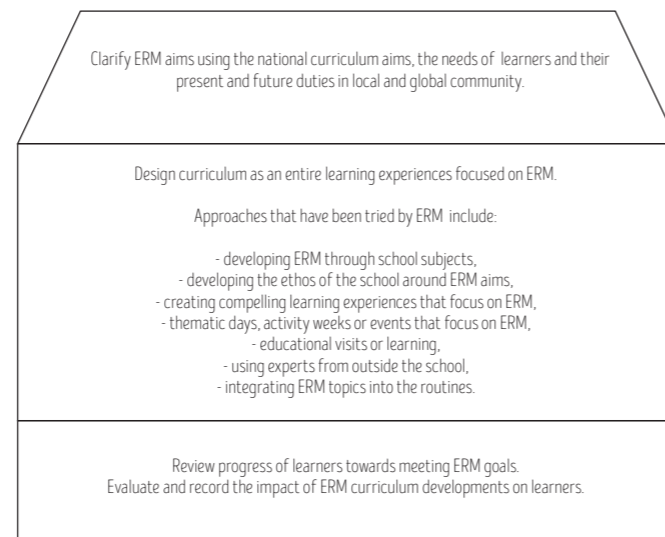
skills of students, thus forming the complete ethos of the ERM school model (QCA. Cross-curriculum dimensions, 2008). The third floor is dedicated to teachers who implement classes through a series of teaching approaches and by including all participants in education that offers the potential for personal choice. The fourth floor includes learning process components like class hours, diverse locations of classes within and outside the school and important events across the world and within the local society, thus allowing the students an authentic and relevant learning environment (QCA. The Global Dimension in Action, 2007).

When the ERM school model determines its priority tasks that are in accordance with the state's national goals and personal goals of children, its can begin forming and implementing the curriculum as a complete and planned ERM learning and teaching experience (Naji, 2011).

Figure 4: The Slovenian ERM School Model – Learning and Teaching

Experience

Source: Naji, 2011, p. 81



Teachers must dedicate most of their time to the core room of the ERM school model, where school practice evolves and where the goals and themes of ERM are realized. School subjects with their hundred years of tradition and structure are slowly evolving towards the fields of knowledge which are upgraded by cross-curriculum dimensions, among which ERM takes one of the main roles. Cross-curricular themes can enrich and give meaning to the curricular experience of young people, thus becoming implicated in their lifestyles and way of thinking (QCA. A Big Curriculum Picture, 2008).

4.4. Summary of ERM School Model

The ERM school model can be summarized with the following conclusions (Naji, 2011): “Only the solid and stable roof of the ERM school

model enables the planning of a safe, sustainable future for children. If the roof is leaking or if the school has not formed clear ERM goals and personal goals for students, all rooms where school practice evolves are damaged. Given unstable foundations and a school's or state's lack of clear knowledge assessment and evaluation criteria, the ERM school model may even fall to ruins.”

We should be aware that the ERM school model is formed by school experts and that our students live in this house. Therefore, we should build them a school, where they will feel accepted and safe, where they will find what is important to their future in global world.

5. CONCLUSION

In conclusion, it is important to highlight those areas of the ERM model mentioned within the text that provide evidence of promising practices and successful learning experience. An important feature of the ERM school model is the role of the project leader (principals, pedagogical advisers and teachers) in managing and directing the initiatives. A careful plan including an outline of the resources required to implement the ERM initiative successfully can contribute to effective implementation of the ERM school model in school praxis. The ERM school model can be very effective in supporting ongoing curricular reform and in adding value to the activities and public image of the national education system. Changing what goes on in schools, and particularly involving new ERM pedagogy in classrooms constitute a complex and challenging undertaking that will take more time than educational experts want to believe. Teachers and principals are at the heart of the change process and must be involved actively in design and implementation of the ERM school model. Monitoring and evaluation of the ERM school model must be given much greater attention than previously thought.

» Teachers and principals are at the heart of the change process and must be involved actively in design and implementation of the ERM school model. «

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INTERCULTURAL COMPETENCES AMONG VOLUNTEERS: VOLUNTEERS CAN HELP MIGRANT CHILDREN IN SCHOOLS

>>SUMMARY

Volunteering is beneficial to people who need help to integrate better into society. Volunteering also works well for those people providing help because it gives them a sense that they have done a good job. In this article, we focus on volunteer work that aims to help and support migrant children. Migrant children often face cultural and linguistic barriers in their host countries and are at high risk of dropping out of from education system as well as having difficulty adapting to the new environment. EU countries that have accepted migrant children are putting considerable effort into better integration of children into the education system and society (through school support, educational policies, funds for migrant children, etc.). Volunteering can be an important source of support for those activities that governments simply cannot undertake; or, volunteering can be an 'enrichment' of current support; for example, learning the language of the host country, knowing the rules of the host country, enrichment of extra-curricular activities, etc. To work successfully with migrant children, volunteers need to be equipped with intercultural competences (i.e., to better understand ethical/moral values, political and religious beliefs and social behaviour, to be capable of detecting potential sources of conflict, avoiding the risk of discrimination or stereotyping). It is also important to increase students' level of volunteering work – one possibility in this regard could be the acknowledgement of volunteer work with higher education institutions' study programs.

>>KEY WORDS

volunteering, migrant children, solidarity, intercultural competences

Knowledge for my dreams

1. VOLUNTEERING AT THE 'HEART' OF SOLIDARITY AND INTERCULTURAL UNDERSTANDING

Volunteering is infused with values including solidarity, reciprocity, mutual trust, belonging and empowerment, all of which contribute significantly to the wellbeing of individuals, their communities and societies. People engage in volunteerism for a variety of reasons: to help eliminate poverty, improve basic health and education, provide a safe water supply and adequate sanitation, tackle environmental issues and climate change and reduce the risk of disasters, as well as to combat social exclusion and violent conflicts (UNV 2011). Volunteering is generally connected with inter-culturalism, intercultural understanding and dialogue because it promotes solidarity and non-discrimination. As noted in the literature, it maintains a strong social fabric – a solidarity that overcomes all divisions (social, cultural or generational). Volunteering has also proven to be a good way of engaging different ethnic groups in activities that may benefit the community and promote intercultural dialogue as well as mutual understanding at the national, regional and most importantly local level (CEV, 2008).

» The EU has recognised volunteering as a means to "promote integration and intercultural dialogue: volunteering facilitates migrants and third-country nationals to become involved in local communities." «

The EU has recognised volunteering as a means to "promote integration and intercultural dialogue: volunteering facilitates migrants and third-country nationals to become involved in local communities. It also facilitates intercultural dialogue and exchange of experience and can also be an instrument whereby people who volunteer contribute to the prevention of discrimination and prejudice" (CEV, 2008). Moreover, because European societies are multicultural, intercultural dialogue is a natural environment in which volunteering takes place.

Volunteering has a significant impact at several levels. Mikuš and Kos (1996) and UNV (2014), for example, stress the impact on the volunteers themselves, the recipients of volunteer help and the society.

» Solidarity is a strong social fabric that overcomes all divisions (social, cultural or generational). «

Impact on volunteers

Volunteers feel satisfied, gain new skills, feel connected with other people, etc. In recent years, the emphasis has been placed on volunteering activities of young people (aged from 18 to 29), who are, on the one hand, an important force for social change and progress and, on the other hand, at risk of social exclusion and unemployment. Key advantages of volunteering may be the following:

- it is a form of civic participation, strengthens existing social links

and helps to establish new social networks; volunteering helps to strengthen the bonds between young people and their communities; volunteers have a more critical and more responsible attitude toward society (the young thus become more active citizens);

- it can complement formal education by teaching young people practical skills that enhance their employability. Through engagement in volunteer activities, volunteers gain new experience and skills, while developing or upgrading key competences. Volunteering can also improve the career prospects and progression of young people by enhancing their job-related skills (e.g., cross-cultural communication and conflict resolution, evaluation and management, problem-solving and leadership skills) (UNV 2011);
- it has an important role in the informal learning of young people – young people gain or enhance knowledge and skills, develop key competences for LLL, the ability to work in a team and responsibility for team work, acquire intercultural experiences, strategies and techniques for self-organization and planning of diverse activities (e.g. cultural, youth, social);
- it encourages intergenerational cooperation.

Impact on recipients of volunteer help

The key areas in which volunteering influences recipients of the help may be the following:

- impact on the lives and health of the direct beneficiaries of volunteering (e.g., support for children having psychosocial problems, aid for people with marginalised backgrounds to facilitate their integration into society);
- impact on the family of the person who receives the volunteer help (e.g., help for children with learning difficulties, or child migrants may also be helpful to their parents).

Impact on society

the key ways in which volunteering influences society may be the following:

- it impacts the values of a society, such as people's responsibility, solidarity, and attitude towards helping others;
- it helps to change legislation;
- it is supportive in the field of human rights and children's rights;
- it allows the performance of certain activities that the government cannot undertake, or it facilitates the implementation of specific activities to state.

» We shall look at alternative ways to facilitate the integration of children into education- volunteer help is certainly one of these ways. «

1.1 Personal experience with volunteering - key competences gained by one student

Ania Kiara Felandres, student at ISSBS Slovenia

During my studies at the International School for Social and Business Studies (ISSBS), I had a great opportunity to engage in professional practice at the Embassy of the Republic of Slovenia (RS) in Vienna. 3 months of work at the Embassy in Vienna and travelling on weekends back home to my family in Slovenia gave me a lot of knowledge, skills, experience and competences.

According to my personal opinion, I mostly acquired and upgraded the competence of digital literacy, more specifically, the use of specific digital computer databases. The second mostly upgraded competence was self-initiative. Written and oral communication in the mother language was the next most clearly upgraded skill.

2. MIGRANT CHILDREN IN SCHOOLS

Migration to another country may be a large and complex milestone for each child. It can cause culture shock. In the country of origin, they need to say goodbye to their relatives, classmates and friends, and to the school and social system they know. In the host country, they face a new school system, a new language, new classmates, a new culture with many implicit social rules, and often with stereotypes of and prejudices against them.

» Culture shock is particularly common when the contact with a foreign culture is uncomfortable and stressful. «

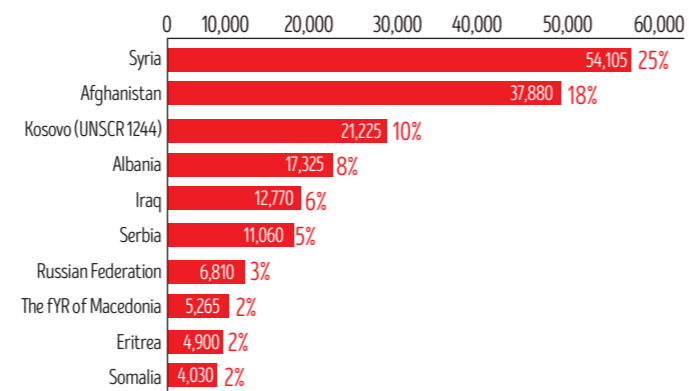
Culture shock is particularly common when the contact with a foreign culture is uncomfortable and stressful. For young people, culture shock can be seen mainly through poor school success, maladjusted behaviour, unsuccessful relationships with classmates, etc. For such reasons, migrants often feel unwanted (Mrvar 2004).

How a child will integrate into society depends largely on his or her characteristics (Does he or she adapt to changes quickly? Does he or she make new friends quickly? Does he or she enjoy socializing? etc.). The characteristics of the migration event as well as the migration policies of the host country (in the area of education it is particularly important to have the inclusive approach) (Bešter 2007).

In 2014, more than 160,000 asylum applications to the EU were received from children, while between January and September 2015, the number of child applicants reached 214,000 which represents 27% of asylum claims in 2015. Children from Syria (25%), Afghanistan (18%) and Iraq (6%) accounted for 49% of all child asylum claims in the EU. Children from the Balkans (Albania, Bosnia and Herzegovina, Croatia, Kosovo, the former Yugoslav Republic of Macedonia, Montenegro and Serbia) make up 27% of all asylum applications received from children, according to the data used by IOM. The number of unaccompanied children has also increased rapidly in 2015 (in 2014 around 23,000 children made applications for asylum, while in 2015, Sweden alone received 23,300 asylum claims from unaccompanied children; Italy registered 10,820

unaccompanied children arriving by sea, and the former Yugoslav Republic of Macedonia registered more than 15,000 unaccompanied children crossing the Greek border between June and November 2015) (GMDAC. 2015).

Figure 1: Top 10 asylum applications in the EU by country/territory of origin



Source: Eurostat. (2015). Asylum and first-time asylum applications by citizenship, age and sex

The data above shows that the number of migrant children in the EU is very high. Much pressure is being exerted on the schools, teachers and educational policies of a single EU country to better integrate migrant into education. However, more can be done if the 'broader' society works together. Therefore, we shall also look at alternative ways to facilitate the integration of children into education- volunteer help is certainly one of these ways.

3. VOLUNTEER WORK IN SCHOOLS

The aspect of inter-culturalism could be crucial in considering volunteer work with migrant children. Volunteers who work with migrants should be trained in intercultural competences, to better understand the values and behaviours of the people with whom they work and to avoid potential discrimination. It is worth taking into account that tolerance of cultural diversity is rarely spontaneous – it is important to train and help the volunteers to face this challenge. Things that one might assume to be normal, common sense choices might not be seen in the same way by someone from another culture. Assumptions about how another person understands our message can result in missed opportunities, hurt feelings and can sometimes lead to stereotypes.

We believe that that a volunteer who works with migrants should learn the following intercultural skills:

- concepts of perception of different cultures,
- visible and invisible aspects of culture,
- prejudices and stereotypes,
- difference and diversity,
- multicultural and intercultural society,
- methods suitable for work in a multicultural environment,
- detection of potential sources of conflict in volunteer work with people from different cultures and exploring the possibilities for

- overcoming them,
- thinking about ethical principles as a starting point for their own volunteer work,
- exploring empowerment and compassion, including what information is needed before starting work.

When speaking about volunteer help for migrant children, it is also very important that schools be "open" to such types of activities and see the benefits of their involvement. Below, some benefits of volunteering are listed, focusing on helping migrant children.

| "Problems" of migrant children | Volunteer help |
|--|--|
| Lost social networks from the home environment; social isolation. | Volunteers help to create a new social network; they represent an important bridge between children and the new environment. |
| Bad experiences with people, disappointment, emotional disability. | Friendliness, experience, which can show that 'there are still good people.' |
| Exclusion, xenophobia, and the message that they are unwanted.' | Acceptance and the message 'we care for you, we want to help you.' |
| Deprivation of 'normal' children's activities. | They organise games, sports activities. |
| Not knowing the language of the host country. | They teach children the language of host country. Child immigrants usually have one year of additional aid in learning the "new" language, but this is often insufficient. |
| School/knowledge problems. | Additional help for children with school problems. |
| Problems with integration into the new environment because of unfamiliarity with behavioural patterns and unwritten rules. | Volunteers facilitate understanding of social rules of behaviour in the new environment. |
| General impoverishment of life, contacts and activities. | Enrichment of life, better quality of life. |

4. CONCLUSION

As has been established, the number of migrant children in the EU is very high. To better handle the difficult situation, volunteering could be of great help. Volunteer work can support activities which the state simply cannot undertake; on the other hand, volunteering can represent an 'enrichment' of existing governmental support.

We believe that volunteer organisations should focus on the 'inter-cultural competences' of their volunteers. These are the people who work with migrant children and need to be very sensitive to their ethical/moral values, political and religious beliefs, and social behaviour, to avoid the potential for conflict, discrimination and stereotyping. Support for the intercultural aspect of volunteering must also be recognised at different levels:

1. **on the policy level** (supporting programmes and projects), volunteering is promoted as a factor of integration, social cohesion and solidarity at the policy level;
2. **on the level of organisation**, the emphasis is put on the promotion of a culture of tolerance vis-à-vis cultural diversity;
3. **on the individual level**; work as a team, thus creating strong social bonds and enhanced friendship; be sensitive, supportive and

trained to enhance intercultural understanding.

Migrant children can receive help from various groups of people (classmates, retired people, the employed, the unemployed, etc.), but all of them need to have skills for working in a multicultural environment (e.g., intercultural competence). In particular, countries could do more to exploit the potential of domestic students and their skills and commitment (as an example, Slovene students could teach children and adolescents the Slovenian language, students of psychology could work with children who have experienced trauma, etc.).

Promotion of volunteering among students may be important, including the recognition of voluntary work within study courses. A good example can be found at ISSBS Slovenia. The business school, which has accredited a course on Social responsibility and volunteering, directs students towards 120 hours of voluntary work per academic year per student. By fulfilling their study obligations within the course (practice, lectures and other academic requirements), students gain 6 ECTS. To promote this practice, ISSBS (a leading institution) included the idea in the Erasmus+ K3 project (Policy reform) which aims to encourage other higher education institutions in the EU and candidate countries to accredit similar courses. The project will be conducted from December 2016 to December 2019 in 6 countries. It is expected that in the project over 220 student-volunteers and 600 children will be participating (migrants and Roma).

» Promotion of volunteering among students may be important, including the recognition of voluntary work within study courses. A good example can be found at ISSBS Slovenia. The business school, which has accredited a course on Social responsibility and volunteering. «

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CARE FOR PEOPLE WORKING WITH MIGRANTS

>>SUMMARY

Work with vulnerable groups requires paying special attention to the gatekeepers who provide various kinds of support to these groups. It is particularly important to provide psychosocial support and other relief methods to the gatekeepers and establish ways of rewarding and recognizing their work. In this way we influence not only the morale of these employees but also their work performance; indirectly, we thus provide a good system of assistance for the most vulnerable groups of migrants and refugees.

>>KEY WORDS

migrants, refugees, gatekeepers, psychosocial assistance

INTRODUCTION

The role of gatekeepers, i.e., professionals and people in everyday roles who meet vulnerable groups on a daily basis, can vary. Regarding migrant and refugee problems, key gatekeepers include both those who meet people entering a country as well as those who are included in their long-term accommodation or the systems for the integration of migrants and refugees in the new country. Providing care for gatekeepers is part of an efficient system of care for vulnerable groups because this is the only way to provide appropriate care for vulnerable persons. The article sheds light on the experience from the migrant-refugee wave in Slovenia in 2015.

GATEKEEPERS AND MIGRANTS

Gatekeepers are frequently talked about in the area of mental health. The term denotes people who monitor the behavior and experience of vulnerable groups in the population through their activities and thus have the direct power to act in various critical situations. Studies in this field clearly show that gatekeeping is more successful when the gatekeepers themselves and their needs are attended to. A large international study on the prevention of suicidal behavior among adolescents in Europe focused on the variables that influenced the possible actions by teachers in the event of an adolescent's suicidal crisis. The study (Sisask et al., 2014) found that teachers were more likely to act early if they considered their working conditions good and the school atmosphere favorable. In addition, their mental well-being influenced their actions; if they felt well, it was more likely that they would help the students in need.

This shows that it is necessary to pay attention to those gatekeepers who work with the migration population. In this way we not only provide a better standard for the migrants but also prevent burn-out syndrome among the staff and increase their sense that their work is worthwhile.

» The term »gatekeepers« denotes people who monitor the behavior and experience of vulnerable groups in the population through their activities and thus have the direct power to act in various critical situations. «

EXPERIENCE FROM SLOVENIA

Multiple professional services were involved in the reception of migrants in Slovenia in 2015. They comprised members of the Civil Protection Service, the police, the army, NGOs as well as volunteers who were included in various subsystems. During integration into a new society, a key role is played by the educators, teachers and support staff who care for migrants' everyday needs. These include a range of professionals and volunteers. The aim of the article is to shed light on the experiences of a few gatekeepers and provide a few thoughts on how the migrant population can be assisted indirectly by caring for the gatekeepers.

Initiative for psychosocial help by the Association of Psychologists of Slovenia

In September 2015, members of the Association of Psychologists of Slovenia launched an initiative to provide psychosocial support to refugees, migrants and people who directly worked with them. In a short period of time there was response to the initiative from over 200 experts who were prepared to offer their professional expertise for the well-being of these groups. The Association organized training at the Faculty of Arts in Ljubljana entitled Psychosocial Support for Refugees, where ways and methods of psychosocial interventions were presented.

Difficulties in working directly with migrants or refugees

The first experience of working with migrants showed that it is not easy to provide in-depth psychosocial support for migrants during transition. Common sources of problems were the organizational and logistical systems, because it was necessary to choose the organization under whose auspices the (voluntary) work of psychologists would be provided, decide how the premises would be organized, coordinate the timeline etc. Because the migrants remained in one place only briefly, it was not easy to provide direct support by psychologists to the refugees or migrants.

» The first experience of working with migrants showed that it is not easy to provide in-depth psychosocial support for migrants during transition. «

Supervision of or relief for people who work with the vulnerable

During the transition of migrants or refugees, the gatekeepers who worked with these people were offered more immediate psychosocial support. However, resources were limited.

Experience from the migrant reception centers that were operational in 2015 and 2016 showed that service providers in the field rarely received additional psychosocial assistance for their work. Reasons for that went beyond the logistical and organizational problems that were listed in the initiative for direct work with migrants, even though such problems also existed. In the early stages of setting up the system, attention mostly focused on finding the way to facilitate the functioning of all systems, on solving immediate problems in the field and, above all, on establishing conditions for the migrants (and not for the systems of assistance).

» Relief activities for gatekeepers in Slovenia are neither common nor well understood—even by participants, so it comes as no surprise that these were not among the priorities in solving the problems of migrants. «

Relief activities for gatekeepers in Slovenia are neither common nor well understood—even by participants, so it comes as no surprise

that these were not among the priorities in solving the problems of migrants. Because of limited experience in this field, they were particularly important. One of the reasons why the experiences of employees and volunteers received no special attention was the incorrect conviction that “people must get used to and toughen up for such work”. Such implicit convictions are mostly present in the systems where any expression of individual distress is perceived as weakness. This is particularly common for professions with predominantly male employees.

Regardless of these reasons, the first stage of the implementation of systems in various organizations included relief or supervisory activities for the gatekeepers. In early 2016, I was included in alleviation talks with Civil Protection Service and Red Cross members as well as members of a larger Slovenian NGO that helped migrants in various ways. More detailed information about the participants is not provided in the article because of personal data protection. My assignment included several group and individual conversations with people who worked directly with migrants; for some, this was part of their regular duties, while others were volunteers; I also conducted talks with the managers. Experience showed some specific reactions of the gatekeepers who participated in work with migrants and refugees in Slovenia.

• Frustration during work assignments

The people who performed various assignments with migrants or refugees did not include many with much similar experience. One of the first reactions was initial shock because of the situation in which migrants found themselves and the feeling of being unprepared for such work and the conditions. This means that the gatekeepers were personally touched by the difficult life stories of refugees, their experience from the path that they had walked and the circumstances in which they were being assisted. The gatekeepers frequently wondered whether they were competent to work in such situations. They frequently had few instructions on how to organize work or how to choose the most optimal system of work. This led to a lack of clarity, to confusion and frustration at work as well as a lower level of self-confidence in decision-making. Because no good practices and experience with similar situations existed, some also felt that the systems were inefficient, in particular when random situational factors had an effect on migrants' continuation of their journey instead of clear and transparent routes.

• A sense of great responsibility for the work done

Because of migrants' or refugees' original circumstances, the gatekeepers also reported a great sense of responsibility for the work they had done. They wanted to help the vulnerable in their difficult situation as much as they could; however, this was difficult because of limited human, financial and other resources. In the initial stages of establishing the system, they found themselves in dilemmas such as how to feed too many hungry people with insufficient food, or who was

responsible for making decisions in such circumstances.

Responsibility was even greater in those who had previously had less experience with direct work for the population. In addition, senior managers experienced extra stress and frustration because they had to make decisions without sufficient information and with considerable personal engagement and responsibility.

• Lack of work recognition and breakdown of relations at work

Gatekeepers frequently felt that their work was not being recognized and that they were not enjoying enough support from the management. No special attention was paid to their work, and psychosocial care was often offered some time after the work process had been established. Media reports focused mostly on identifying the imperfections of the systems of care, which means that it did not encourage positive practice. All this had a negative effect on interpersonal relations in the workplace and reduced the evaluation of the importance of one's own work.

» Media reports focused mostly on identifying the imperfections of the systems of care, which means that it did not encourage positive practice. «

• Changed attitude towards migrants

Gatekeepers reported how their process of experiencing migrants and refugees changed. Initially, they expressed considerable empathy for the migrants. With an increase in their workload and consequently a sense of burning out, feelings of indifference or distance from the personal stories of vulnerable people appeared among the gatekeepers. These changes, in turn, had an effect on self-evaluation. Participants felt guilty because of such feelings; they felt that they had changed personally (for the worse) and had even become less humane than at first or than they wanted to be.

This aspect was connected with the motivation for work because gatekeepers often felt that it was easier to remain human for those who participated as volunteers and thus only came to work occasionally, in contrast to those who did that work on a daily basis.

• Values

Participants frequently faced the dilemma of how to react best in some situations, particularly when migrants and refugees were in a difficult situation and when differences emerged between values from various cultures. One such example involved stories where gatekeepers felt that children were being exploited to manipulate the situation.

Some gatekeepers were personally deeply affected when they felt

that their personal values were being eroded. It is interesting that, when they were confronted with the migrants' difficult situations, participants reported that they recognized their own sense of powerlessness and fear about what the world was like today. They were concerned about when the situation in the world would “return to normal” or whether the world had changed so much that security would no longer return.

Some also noticed that their personal values began to change because of experience and work with migrants, e.g. that they better understood diversity, their own system of values etc.

» Some also noticed that their personal values began to change because of experience and work with migrants, e.g. that they better understood diversity, their own system of values etc. «

• Impact on personal life

Gatekeepers were also affected by the organization of work, in particular unstable schedules with longer working hours than usual. Because of that, gatekeepers could not organize their everyday life; work directly intervened in their family life. Regarding the nature of the refugee wave, such a critical situation was expected; however, once the length of the crisis exceeded the usual reaction times such as with natural or other disasters, the gatekeepers felt that the nature of the work had affected their personal lives too much.

• Motivation for work

In relief conversations, the gatekeepers stressed that their motivation for work was the opportunity for personal growth. The latter was particularly important because assistance to a person in need represents an important value for them and, as such, not only gives meaning to their work but is a personal mission. When working with migrants, some realized that they wanted to do similar work in the future because the environment was dynamic. Others thought of changing their work environment because of that.

GUIDELINES FOR THE FUTURE

It is necessary to establish long-term relief methods for gatekeepers because the way in which one cares for oneself and for others sets out how someone will cope with diverse life and professionally complicated situations (Greaves in Campbell, 2007). This is particularly important for those who will be involved in long-term integration of migrants and refugees in the Slovenian environment.

In addition, it is necessary to develop ways of recognizing the work of these important gatekeepers: if it cannot be done with financial or other benefits, the minimum is to arrange symbolic ways of recognizing such work and to introduce a system of rewards.

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Natalia Sanmartín Jaramillo is a first-year PhD student at the Faculty of Social Sciences of the University of Ljubljana (Slovenia). Her academic specialization focuses on EU-wide human rights and policy concerning fundamental freedoms and their protection, such as their institutionalization, judicialization and implementation. Her professional experience so far has been closely linked to diplomatic work within international organizations, especially the EU and the Organization for Security and Cooperation in Europe (OSCE), in Vienna. Ms Sanmartín Jaramillo has worked for the EU Council Presidencies at the OSCE, where she was closely monitoring the 3rd basket (Human Rights), including coordinating EU input on these issues. Ms. Sanmartín Jaramillo has also worked for the EU Fundamental Rights Agency. Currently, her professional experience is linked to consultancy and expert work in the framework of EU projects. Ms Sanmartín Jaramillo speaks Spanish (mother tongue), English, French, German, Italian and Russian fluently. At the moment, she has a basic knowledge of the Slovenian language.

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Nada Trunk Širca holds a Ph.D. in management in education. She is a member of numerous committees, e.g. the Professional Council of the RS for General Education, the Council for higher Education, the European Educational Research Association and she also works as an evaluator for the 7th FP. Her research fields are higher education, management and policy in education, quality assurance and evaluation studies, the life-long learning concept and recognition of prior learning, education and the labour market, and knowledge management. In recent years, her main focus in the area of HE has been on the topics of active EU citizenship and internationalisation and modernization of HE systems in EHEA and outside EHEA. She is head of the course Social Responsibility and Volunteering, which has been delivered at ISSBS every year. She also has considerable experience in coordinating projects funded through LLL: JM MODULE and two JM Projects. She is currently involved in various national and international projects: the Danube start project – Integration of Roma children into education system – countries of Danube region, Erasmus+: HEIDA – Data Driven Decision Making for Internationalisation of Higher Education; Erasmus +: Inclusion of Roma and Migrants in Schools – Training, Open Discussions and Youth Volunteering Activities; and the LLL project: Inclusive Human Resource Management.

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THE CHILDREN OF MIGRANTS IN EUROPEAN SCHOOLS: VOLUNTEERING AND SOCIAL ENGAGEMENT

>>SUMMARY

People of 'immigrant origin', usually foreign born or young second generation, seem to be at high risk of suffering from marginalisation. This issue may relate to the field of education as well. To tackle the challenge of "minoritisation", policy-makers need trustworthy, fact-based information for successful practices in the future. In the context of the European Union (EU) several tools, examples and best practices for fostering coordination and support regarding educational policies at the national level have been developed. Nevertheless, further exchange across policies and projects is needed to achieve a more cohesive and mutually reinforced basis for European-wide policies. Such orientation is important because youth represents the segment of the European population that is most keen to acquire the habit of active citizenship and they need to be given opportunities to engage in social change. This paper will make reference to several EU countries that have already introduced certain practices that have improved the inclusion and involvement of children and young people with a migrant background.

>>KEY WORDS

Education, migrants, refugees, youth, volunteering, engagement

INTRODUCTION

In recent years, European countries have been recipients of a growing number of members of ethnic minority communities, many of whom have migrated from their home countries outside of the European Union (EU). Subsequently, a trend has been noted for people of 'immigrant origin' (foreign born or second generation youth) seem to be at higher risk of suffering from marginalisation, including in the field of education. As a consequence, we need to call for tangible commitments at all levels and come up with practical measures to foster inclusion of migrants and their children. In this regard, education seems to be the most relevant tool. Given its complexity and long-term nature, this process poses several challenges to our modern societies, particularly to policy-makers, who need trustworthy, fact-based information on which to base successful practices in the future.

Youth represents the segment of the European population that is most keen to acquire the habit of active citizenship, and these young people need to be given opportunities to engage in social change. «

The EU has been developing a series of tools to foster coordination and support regarding educational policies at the national level, but these remain insufficient: further exchange across policies and projects

is needed with the aim of achieving a more cohesive and mutually reinforced basis for European-wide policies. On the other hand, youth represents the segment of the European population that is most keen to acquire the habit of active citizenship, and these young people need to be given opportunities to engage in social change.

> Several EU countries have already introduced certain practices that have improved the inclusion and involvement of children and young people with a migrant background.. «

This paper is divided into four parts. The first part will make reference to several EU countries that have already introduced certain practices that have improved the inclusion and involvement of children and young people with a migrant background. In the second part, key findings crucial for the policy-makers, as well as educational institutions, will be emphasised, including the development of learning content in which students and teachers will be involved in the use of 'learn by doing' bottom-up approaches, with active or participatory teaching methods. In the third part of the paper, inclusion and engagement in volunteering activities with local communities by young people will be stressed; such activities are also necessary for enhancing their role as "activists" in their immediate local communities. As an example, ISSBS's international project 'Inclusion of Migrants in Schools: Training, Open Discussions and Youth Volunteering Activities

(RoMigSc) and a course titled “Social Responsibility and Volunteering” will be described, including volunteer work and aiming at contributing to better integration of migrant children in their learning environments. This could be achieved through volunteer activities in local communities, and is expected to become a good practice at the European level in the future. In the fourth part of the paper, we make recommendations stemming from the examples and best practices described in the first three parts of the paper.

Fostering inclusion through the educational system in Europe: the challenge ahead

In recent years, European countries have been recipients of an increased number of members of ethnic minority communities, many of whom have migrated from their home countries outside of the European Union (EU). For instance, in the period 2010–2013, around 5.5 million¹ people immigrated into the EU. Moreover, it seems that these numbers have increased in recent years: in 2014, a total of 3.8 million people migrated to the EU-28 Member States, of which an estimated 1.6 million were citizens of non-member countries.² Germany reported the largest total number of immigrants (884,900), followed by the United Kingdom (632,000), France (339,900), Spain (305,500) and Italy (277,600).³ It is also known that a great number of this population has immigrated into EU territory irregularly, leading to the wave of refugees arriving at the EU borders in recent months.⁴ As a consequence, the number of asylum applications in the EU more than tripled between 2008 and 2014, mainly on account of immigrants coming from Syria, Afghanistan, and Iraq.

In the light of this, and despite great variations in economic development and welfare backgrounds, a worrying trend has been emerged⁵ for people of ‘immigrant origin’ (foreign born or second generation youth) seem to be at substantially higher risk of suffering from distinct disadvantages, such as marginalisation, oppression and social exclusion. For instance, data⁶ suggest that the share of foreign-born young people who left education and training early is considerably higher than figures for the average young ‘native’ population in those same EU countries. This finding implies that a great number of young people and children in these segments of the population are being exposed to higher levels not only of impoverishment and exclusion but also of racism, intolerance, and radicalisation.

The issues mentioned above become obvious when looking at the

1 Data from Eurostat Immigration and migrant population statistics, June 2015 http://ec.europa.eu/dgs/home-affairs/e-library/docs/infographics/immigration/migration-in-eu-infographic_en.pdf

2 These figures do not take into account the migration flows to/from the EU as a whole, since they also include flows between different EU countries.

3 Data from Eurostat Migration and migrant population statistics, May 2016. http://ec.europa.eu/eurostat/statistics-explained/index.php/Migration_and_migrant_population_statistics

4 Irregular immigrants are third-country nationals who do not fulfil, or no longer fulfil, the conditions of entry as set out in Art. 5 of the Schengen Borders Code or other conditions for entry, stay or residence in an EU country. In contrast, asylum-seekers are persons claiming international protection because of the risk of persecution in their home country.

5 Eurostat Statistical Books. ‘Migrants in Europe: A Statistical Portrait of the First and Second Generation’. Luxembourg: Publications Office of the European Union, 2011.

6 EU Labour Force Survey, May 2012. Statistics and Graphs. CEDEFOP website. <http://www.cedefop.europa.eu/node/12873>

statistics: in 2015 the highest proportion of people having completed only lower secondary education (pre-primary, primary or lower secondary education) was observed among the non-EU-born population (35.5%). This share was 16% higher than for the native-born population.⁷ With the recent trends in immigration, these figures could increase considerably. For instance, 83% of first time asylum seekers in 2015 were less than 35 years old, and those in the age range 18–34 years accounted for slightly more than half (53%), while nearly 3 in 10 (29%) applicants were minors aged less than 18 years old.⁸ By way of an example, children made up 43% of asylum seekers in Sweden in 2015,⁹ and one-half of them were unaccompanied minors.¹⁰

Youth represents the future generation and their involvement in the future is key. Young people, as the World Youth Report points out,¹¹ are the most malleable and perhaps the most capable of adapting to, and making use of, new opportunities. They are also the generation best educated on new information technologies; extensive travel around the world for work, study, exchange projects and vacation as well as telephone and the Internet enable them to stay in touch with friends and relatives abroad. However, they also have a range of needs (i.e., housing, education, transport and access to the labour market) that pose key challenges and that require specific practices to encourage social inclusion. As a consequence, efforts are needed to develop a framework that will embed youth’s sense of inclusiveness, belonging, self-initiative and equality. Youngsters who are presented with these opportunities will ultimately become engaged citizens and will, therefore, live in more inclusive societies, which will be beneficial as a whole.

» Schools and higher educational institutions must be an environment where diversity is seen as an asset. «

The developments mentioned above call for new methods to understand the causes and outcomes of the existing differences and the process of ‘minoritisation’¹² of foreign-born and second-generation youngsters throughout Europe. In this regard, we believe that education is the most relevant tool to attain these goals. The main purpose of the educational system should thus be not only to focus on developing knowledge, skills and competences, but also to foster common attitudes and values, as well as to create mutual trust and respect. Educational institutions can and should play a greater role in guaranteeing inclusion and better prospects, by reducing inequalities for young people with different ethnic origins, as well as by creating opportunities for education and access to the labour market. Schools and higher educational institutions must be an environment where diversity is seen as

7 Eurostat Migrant integration statistics – education, April 2016. http://ec.europa.eu/eurostat/statistics-explained/index.php/Migrant_integration_statistics_-_education

8 Eurostat numbers for asylum applicants and decisions on asylum applications in the European Union. May 2016.

9 Data from the Swedish Migration Agency, January 2016. <http://www.migrationsverket.se/English/About-the-Migration-Agency/Facts-and-statistics-/Statistics>

10 An unaccompanied minor is a person less than 18 years old who arrives on the territory of an EU Member State not accompanied by an adult responsible for the minor, or a minor who is left unaccompanied after having entered the territory of a Member State.

11 World Youth Report, October 2005. United Nations Publications. Department of Economic and Social Affairs. <http://www.un.org/esa/socdev/unyin/documents/wyr05book.pdf>

12 ‘Ethnic Differences In Education and Diverging Prospects for Urban Youth in an Enlarged Europe’, Edumigrom Summary Findings, 2011.

an asset, where integration of young people with different cultures and social backgrounds is forged and where educational practices help to decrease social polarisation and manage diversity.

On the other hand, it should not be disregarded that a number of actors will be in a position to play important roles that can fundamentally influence youngsters in general – and foreign-born and second-generation children, in particular – such as family members, peers and other actors outside the learning environment in schools. Nevertheless, there is evidence¹ that the roles played by educational professionals and tutors have a direct impact not only on children’s academic performance but also in their community involvement as a whole, in that such professionals offer support in tackling interpersonal issues, while conveying life-long values and attitudes.

However, given its complexity and long-term nature, the process of migrant integration through education poses several challenges to our modern societies, particularly to policy-makers, who need trustworthy, fact-based information on which to base decisions for successful practices in the future.

An overview of best practices: shifting from a national policy to an EU-wide policy supporting and coordinating educational competence

Although education remains a policy at the Member State level, the European Union has increasingly been developing a series of tools to foster coordination and support regarding educational policies at the national level. The Paris Declaration² (of March 2015) seems to have reinvigorated efforts at improving the education, citizenship, understanding and integration of young migrants, including through the exchange of experiences, and by ensuring that the best practices are shared throughout the European Union. Moreover, a European Policy Network on the education of children and young people with a migrant background,³ as well as a website on Integration,⁴ have been created. These efforts are welcome but remain insufficient: there seem to be no clear incentives for long-term commitment to advance policies and to push for changes in line with political declarations, and there is a partial mismatch between European policies and national policies (and in some cases – such as in federal systems – policies at the sub-national level).

For this reason, it has become mandatory to promote coordination across policies and projects with the further aim of achieving a more cohesive and mutually reinforced model for action. Moreover, policies need to go beyond isolated initiatives by both experts and governments: they must be fine-tuned to the day-to-day realities in the educational sphere to establish a basis for European-wide policies that bring lasting improvements in migrant integration, social cohesion, and sustainable diversity.

1 ‘Migrant Education and Community Inclusion: Examples of Good Practice’, February 2015. Sirius Network Policy Brief Series, No. 5. <http://www.sirius-migrationeducation.org/wp-content/uploads/2015/02/SIRIUS-CommunityInclusion-FINAL.pdf>

2 See full text of the Paris Declaration at: https://eu2015.lv/images/notikumi/2015-3-10_Declaration_EN.pdf

3 Visit the website at: <http://www.sirius-migrationeducation.org/>

4 Visit the website at: <https://ec.europa.eu/migrant-integration/home>

This being said, best practices do exist at the national level in many systems, which include supervision and quality assessment of teaching, mechanisms for preventing social and ethnic exclusion, support for families in socially deprived situations, language instruction, inclusive and individualised teaching methods, inter alia.⁵ Another important element in showcasing best practices is to use the strength of qualitative empirical comparisons to raise public awareness of the need to eliminate those systems and routines that ‘minoritise’ certain groups simply as a consequence of their different origins, as well as to favour those that prove to be more successful.

Several EU countries have already introduced certain practices that have improved the inclusion and involvement of children and young people with a migrant background. In Belgium, for instance, pupil guidance centres support both the pupils and the staff through a multidisciplinary approach, including free services such as translation. In the United Kingdom, workshops with parents, including ethnic minority ones, have increased parental involvement in and understanding of children’s learning process, raising achievements in literacy and numeracy. In Germany, regular home visits by tutors from the community to promote children’s involvement by guided activities have led to positive results for both children and families. In Spain, on the other hand, a guide on parental involvement in education was written and translated into eight languages, an initiative which improved training of educational professionals and fostered integration at the community level. Finally, in Slovenia, the educational programme “Early Integration of Migrants” (EIM) in 2010 enabled migrants to acquire basic communication skills in the language of the receiving country in order for them to acquire skills for successful integration into the employment sphere, as well as to get opportunities for personal development and easier integration into the receiving society.⁶

Fostering civic engagement through volunteering and participation: a case of good practice from ISSBS

As mentioned, youth represents the segment of the European population that is most keen to acquire the habit of active citizenship, but they need to be given opportunities to engage in change. They embody the future, while also representing a new mentality and remain, potentially, a group on which we can act at a rather early stage on their characters and mindsets. That is why it is necessary to target them prominently (but not exclusively), as a way to facilitate their ‘learning by doing’ through an active and participatory approach, thus enhancing their role as “activists” in their immediate local communities. The latter will allow them to make an actual difference via civic and societal participation.

In the current times of systemic crisis, overcoming young people’s lack of global awareness and burgeoning scepticism is likely to become more challenging. Economic hardship is hitting Europeans (especially youngsters) with unprecedented levels of unemployment and risk of social exclusion and poverty. For instance, young people (aged 18 to 29) seem to be losing some of their trust in the European project.

5 ‘Study in Intercultural Education in Schools’. Policy Department: Structural and Cohesion Policies. Culture and Education. PE 405.392 11/06/2008

The Youth Eurobarometer of April 2014¹ showed that 57% of young Europeans feel that they have been marginalized and excluded.

The findings above herald a fantastic opportunity to foster citizenship and democratic civic participation in many ways and with different time perspectives. Present and future issues must be continuously addressed, and people, especially youngsters, need to be at the centre of this effort. Young people need to be given opportunities to engage in political and social change via channels to express their own vision/voice. Contrary to various stereotypes about youngsters, recent movements from the “Indignados” in Spain or the “Occupy” protests all over the world demonstrate that European youth – otherwise severely struck by the on-going crisis – is deeply committed to social issues, cares strongly about principles such as solidarity and tolerance, and is enthusiastically engaged in working for progress. European youth thus represent the segment of the European population that is most eager for information, as well as most keen to acquire the habit of active citizenship. They seem, however, unaware of their right to participate and of the potential for active participation in EU policies.²

» There is considerable evidence that civic participation and volunteering are key elements in social projects aimed at transforming individual and societal conditions.. «

There is considerable evidence that civic participation and volunteering are key elements in social projects aimed at transforming individual and societal conditions: in order to bring about changes in living conditions and influence the determinants of our societies, one needs to know how to work with others to initiate change, particularly with those who are the key players in making change happen at different levels: individual, local community, city, society, or even global. Genuine civic participation and volunteering affect one's life and the life of the community in which one lives. It is thus a basic element of democracy and a fundamental right of citizenship. Therefore, if youngsters themselves are not drawn actively into these processes, there will be little chance of their developing a sense of ownership and therefore a reduced likelihood that any activity will lead to sustainable change in practice, behaviour or action.

In this regard, we believe that improvement in this field should be supported by the work of NGOs and other non-governmental institutions, which would help complement official (EU, national, regional and local) policies by better monitoring and effectively implementing migration acquis to identify specific needs for future policies. The number of NGOs and non-profit volunteer organisations dealing with immigrant/refugee issues is extensive and consolidated, including renowned international institutions, such as Amnesty International (Europe), Caritas Europa, Red Cross, Human Rights Watch, Migration Policy Group and Save the Children.³ Volunteering, however, seems to remain very much a local matter: these NGOs are fundamentally complemented by other local and regional organisations working in

the field itself. In EU countries where the refugee influx has been especially significant (such as Greece), these NGOs have had a crucial role in the daily management of volunteer activities. Also, it should come as no surprise that this NGO volunteer work does have a direct positive impact on migrants' lives: by facilitating free services and support (including legal advice) in their daily lives, by being familiar with local realities and by giving migrants a voice in decision-making processes.

In Slovenia, the International School for Social and Business Studies (ISSBS) includes in its study programme a BA course in “Social Responsibility & Volunteering” (6 ECTS). This course allows students to realize that they can make a real difference through civic and societal participation (via volunteer activities of around 150 hours) in a range of organizations and with under-represented groups (NGOs, educational institutions, old age homes, ethnic minorities, disabled persons, etc.) of diverse backgrounds and ages. The course provided a way of allowing students to ‘learn by doing’ following a bottom-up, active and participatory approach, thus enhancing their role as “activists” in their immediate local communities.

» In the period between 2017 and 2019, ISSBS will implement the European-wide project 'Inclusion of Roma and Migrants in Schools: Training, Open Discussion and Youth Volunteer Activities (RoMigSc)'. «

In the period between 2017 and 2019, ISSBS will also implement the European-wide project ‘Inclusion of Roma and Migrants in Schools: Training, Open Discussion and Youth Volunteer Activities (RoMigSc)’, which aims at contributing to better inclusion of migrant children in their learning environments, as well as at sharing good practices. With partners from six different countries (Slovenia, Turkey, FYROM, Spain, Italy, and Germany), the project will foster young people's inclusion and engagement in volunteer activities with local communities, to equip them not only with intercultural competences and valuable knowledge but also with social responsibility and civic engagement. The project falls under the EACEA, Erasmus+, KA3 Programme (Support for Policy Reform, Social Inclusion through Education, Training and Youth)⁴ and expects to become a good practice model for integration and inclusion to be shared at the European level in the future.

CONCLUSION

A trend has emerged for people of ‘immigrant origin’ (foreign born or second generation youth) to be at substantially higher risk of suffering from marginalisation, including in the field of education. Therefore, tangible commitments at all levels and practical measures are necessary to foster inclusion. Education seems to be the most relevant tool for attaining these goals, particularly when aimed at the policy-makers who shape successful future practices. This process needs to be done taking into account the day-to-day realities of the educational environments, through the exchange of good practices, as

well as by fostering civic engagement and participation on the part of the younger generation. Several EU countries have already successfully implemented good practices in these fields.

In Slovenia, two examples have been recognised. The ISSBS's project ‘Inclusion of Migrants in Schools: Training, Open Discussion and Youth Volunteer Activities (RoMigSc)’ aims at contributing to better integration of migrant children and youngsters in their learning environments through volunteer activities in local communities in order for young people to be equipped with intercultural competences, civic knowledge, and social responsibility. Additionally, a course promoting social responsibility and volunteering has been developed at ISSBS. Exchange of good practices such as these will be as mandatory to promote coordination across policies and projects with the further aim of achieving a more cohesive and mutually reinforced basis for European-wide policies that would eventually bring lasting improvements in migrant integration, social cohesion and sustainable diversity.

» The learning content in which the students and teachers are involved should be based on the use of ‘learn by doing’, bottom-up approaches, with active or participatory teaching methods. «

After due considerations, it is possible to list key recommendations for policy makers and educational institutions in this regard: the learning content in which the students and teachers are involved should be based on the use of ‘learn by doing’, bottom-up approaches, with active or participatory teaching methods. Moreover, inclusion and engagement in volunteering activities with local communities for young people are necessary for enhancing their role as “activists” in their immediate local communities. Given these practices, social responsibility and civic engagement could be fostered among young people, which might, in return, lead to improvements in migrant integration.

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¹ Flash Eurobarometer of the European Parliament (EP EB395). European Youth in 2014. April 2014.

² Flash Eurobarometer 375 “European Youth: Participation in Democratic Life”, April 2013.

³ For more information, please visit EPAM website: <http://www.ngo-platform-asylum-migration.eu/>

⁴ For more information, please visit European Commission, DG Education, Audiovisual and Culture Executive Agency: https://eacea.ec.europa.eu/erasmus-plus/funding/key-action-3-initiatives-for-policy-innovation-social-inclusion-through-education-training-and-youth_en

Anida Sarajlić, PhD



Anida Sarajlić was born in 1982 in Zvornik, Bosnia and Herzegovina. She received her education and obtained a law degree in Slovenia. In 2009, she completed a Master's program in international relations at the Faculty of Law in Ljubljana. In 2011, she successfully defended her doctoral dissertation from the European Faculty of Law in Nova Gorizia on the violation of women's rights during the war in Bosnia and Herzegovina between 1992 and 1995. She has been employed at the Ministry of Education, Science and Sport since 2007. Her work focuses on the preparation of regulation and legal opinions regarding the interpretation of legal provisions and the area of children's and human rights. She is a member of several working groups at the Ministry and for the government. In the last year, she has been intensively engaged in immigration, including a search for systemic solutions for the inclusion of immigrants in the Slovenian school system. She is a member of the working group of the Ministry of the Interior, which at the operative level is responsible for providing accommodation to underage youths without accompanying persons. She also collaborates with several companies. She is a sworn-in translator and legal advisor.

MEASURES FOR SUCCESSFUL INTEGRATION OF IMMIGRANT CHILDREN INTO THE SLOVENIAN EDUCATIONAL SYSTEM

>>SUMMARY

Recent events related to the increasing influx of immigrants into Slovenian territory raised several questions regarding, in particular, the immigrants' rights and the differences between applicants for international protection, persons granted international protection, and persons residing illegally on the territory of the Republic of Slovenia. Particularly vulnerable groups of children, such as unaccompanied minors, victims of human trafficking, and children with special needs, are also being considered. As regards the latter group of minors, numerous open issues are being solved, relating to their adequate accommodation and rights of integration into the educational system. Education is particularly relevant for the successful integration of immigrants into Slovenian society and serves as a key to faster learning of the Slovenian language and understanding of Slovenian culture. The above can be achieved with proper integration into the school environment. Moreover, it needs to be underlined that immigrants arriving in Slovenia with no proof of having completed education also have the right to be integrated into the educational system. This pertains in particular to applicants for international protection and persons granted international protection. The provision of adequate personal development, a secondary aim of schooling, is as important as the need for prompt integration of such children into schools. The importance of education gains particular weight in the case of unaccompanied minors who enter the territory of the Republic of Slovenia without parents or legal representatives. In such cases, the parental role is assumed by the State, which is obliged under international documents and national legislation to provide for adequate education of these children. Adequate education is an important pull factor for the further progress of immigrant children in education and in the labour market. Finally, the success of integration of immigrant children into the Slovenian educational system will also depend on the competences of the professional staff who will be involved directly or indirectly with this group of children.

>>KEY WORDS

immigrant children, rights of the child, education, multicultural environment, intercultural dialogue

Knowledge for my dreams

>>TERMINOLOGY

Best interests of the child

a primary concern in the treatment of minors; it implies a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

Child

a person under 18 years of age.

Education

including elementary education, secondary education (general, vocational, technical and vocational-technical), post-secondary education, and higher education.

Entrance requirement

a requirement that needs to be fulfilled to allow an immigrant child to enrol in secondary, post-secondary, or higher education.

Hate speech

expressing opinions and ideas that are by nature xenophobic, discriminatory, racist and directed against various minorities (ethnic, religious or cultural), including verbal, written, and non-verbal communication.

Illegal migrant

an immigrant who leaves his/her country of origin for various reasons (economic, political or religious), particularly if he/she has entered the country illegally.

Immigrant child

a child applicant for international protection, a child granted international protection, a child illegally residing on the territory of the Republic of Slovenia, a child with a permanent or temporary residence

permit, a child national of a European Union Member State; the paper relates to a narrow definition of immigrant children, namely child applicants for international protection, children granted international protection, and children illegally residing on the territory of the Republic of Slovenia.

Immigration law

international and national regulations governing the rights and duties of immigrants.

Inclusive culture

a culture free from discrimination, based on the values of dignity, courtesy and respect, and taking account of cultural diversity.

Intercultural dialogue

the best possible (open and respectful exchange of opinions between individuals and groups of different ethnic, cultural, religious and linguistic social environments and legacies) communication between persons originating from diverse living environments (religious, social, ethnic, cultural and generational).

International protection

including the status of refugee or the status of subsidiary protection.

Multiculturalism

the existence of groups of different ethnic or geographic origin with considerable cultural differences (language, religion or system of values).

Procedures related to the recognition and evaluation of education

procedures to verify the level of education achieved by immigrants arriving in Slovenia with no proof of their level of education completed.

Psychosocial care

including assistance to traumatised children, assistance for easier integration into Slovenian society, and assistance for easier integration in the event of return to the country of origin.

Refugee

person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality.

School premises

learning and teaching premises within educational institutions.

Unaccompanied minor

a minor or child on the territory of the Republic of Slovenia without parents or legal representatives.

1. INTRODUCTION

This expert paper deals primarily with immigrant children who apply for or have been granted international protection. In light of the current events (the war in Syria, the unstable political situation in Iraq and Afghanistan, the lack of future prospects in economically less developed environments, such as Algeria, Kosovo, Albania, etc.) relating to immigrants and refugees, the paper focuses on several open issues posing a challenge for the Slovenian educational system.

» Since the number of immigrants is still lower than in other EU Member States, the Slovenian educational system is not an explicitly multicultural environment. «

Since the number of immigrants is still lower than in other EU Member States, the Slovenian educational system is not an explicitly multicultural environment. Nevertheless, the recent events call for adequate solutions for effective integration of immigrant children into the educational system. The above includes filling the existing systemic gaps in the legislative field and looking for an optimally adequate interpretation of applicable legal provisions, with due account of the best interests of the child.

The latest data¹ concerning the integration of immigrant children into the educational system reveal that four children attend kindergarten, 44 children attend elementary school, while 43 children attend elementary school for adults. The above data are provisional and vary on a monthly basis. The number of immigrants and thus the number of immigrant children integrated into schools is likely to increase as a result of any major change of circumstances related to the EU immigration policy and the situation in the world and in the countries of origin of migration flows.

» Slovenia was not prepared for the arrival of a large number of immigrants originating from different cultural environments. This is particularly reflected in many systemic gaps in the legislative field. «

Despite the existing good practices of integration of Bosnian children into the Slovenian educational system and several adopted documents concerning migration policy in the field of education, including strategies and guidelines, as well as projects financed from the European Social Fund, Slovenia was not prepared for the arrival of a large number of immigrants originating from different cultural environments. This is particularly reflected in many systemic gaps in the legislative field that open up a number of questions. Taking the educational field only, the following issues are yet to be addressed:

- the role of the State and/or competent bodies in exercising the educational function in the case of unaccompanied minors,
- procedures concerning the recognition and evaluation of education

for persons with no adequate proof of their level of education completed, and related questions about the need to amend the existing laws in the field of education,

- wearing religious symbols in public schools,
- training teachers to teach Slovenian as a second language,
- effective education and training of education professionals in intercultural dialogue and the need to adopt a code of intercultural dialogue for education professionals,
- encouraging multiculturalism in schools,
- the need to expand the curriculum with topics related to children's and human rights.

» By encouraging public debate on all open dilemmas and establishing dialogue with the relevant State bodies and NGOs, we are well on track to set up an effective legislative system in the field of immigration. «

The above issues indeed represent a challenge in education. Other EU Member States face the same or similar issues. By encouraging public debate on all open dilemmas and establishing dialogue with the relevant State bodies and NGOs, we are well on track to set up an effective legislative system in the field of immigration. In relation thereto, it needs to be underlined that answers are to be found quickly in order to prevent the almost irreversible consequences that these children would suffer owing to late or ineffective solutions provided by the competent bodies and/or violation of the fundamental rights of the child relating to the area under consideration.

2. LEGAL BASES RELEVANT FOR THE INTEGRATION OF IMMIGRANT CHILDREN INTO THE SLOVENIAN EDUCATIONAL SYSTEM

As regards the education of immigrant children, Slovenia is committed to complying with the relevant international and national regulations.

Relevant international documents include:

- Universal Declaration of Human Rights, whereby everyone has the right to education. According thereto, education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available. Higher education shall be equally accessible to all on the basis of merit.
- International Covenant on Economic, Social and Cultural Rights, providing, inter alia, that primary education shall be compulsory and available free to all. Secondary education, including technical and vocational education, shall be made generally available by every appropriate means, and in particular by the progressive introduction of free education. Similar is the provision on higher education. Furthermore, the Covenant stipulates that basic education shall be

encouraged or intensified as far as possible for those persons who have not received or completed their primary education.

- Convention on the Rights of the Child, providing that primary education be compulsory and available free to all, encouraging the development of different forms of secondary education, including general and vocational education, and providing that the States Parties take appropriate measures, such as the introduction of free education, financial assistance in case of need, and making sure that higher education is accessible to all on the basis of capacity.
- Council Directive of 25 July 1997 on the education of the children of migrant workers, stressing the commitment of the Member States to take appropriate measures to ensure that free tuition to facilitate initial reception is offered on their territory to children for whom school attendance is compulsory. This includes, in particular, the teaching – adapted to the specific needs of such children – of the official language or one of the official languages of the host State. Moreover, the Directive provides that necessary measures be taken for the training and further training of the teachers who are to provide this tuition. Additional measures include promotion of the teaching of the mother tongue and culture of the country of origin for the children for whom school attendance is compulsory. Such teaching is to be coordinated with normal education.
- Council Directive 2001/55/EC of 20 July 2001 on minimum standards for giving temporary protection in the event of a mass influx of displaced persons and on measures promoting a balance of efforts between Member States in receiving such persons and bearing the consequences thereof, providing that persons under 18 years of age enjoying temporary protection shall be provided access to the education system under the same conditions as nationals of the host Member State. The Member States may stipulate that such access must be confined to the state education system.
- Directive 2011/95/EU of the European Parliament and of the Council of 13 December 2011 on standards for the qualification of third-country nationals or stateless persons as beneficiaries of international protection, for a uniform status for refugees or for persons eligible for subsidiary protection, and for the content of the protection granted, providing for access to education in Article 27. In such regard, Member States shall grant full access to the education system to all minors granted international protection, under the same conditions as nationals. Moreover, Member States shall ensure equal treatment between beneficiaries of international protection and nationals in the context of the existing recognition procedures for foreign diplomas, certificates and other evidence of formal qualifications. Member States shall also endeavour to facilitate full access for beneficiaries of international protection who cannot provide documentary evidence of their qualifications to appropriate schemes for the assessment, validation and accreditation of their prior learning.
- Council Directive 2003/109/EC of 25 November 2003 concerning the status of third-country nationals who are long-term residents, providing in the preamble that the Member States should remain subject to the obligation to afford access for minors to the educational system under conditions similar to those laid down for their nationals. The Directive further stipulates that long-term residents shall enjoy equal treatment with nationals as regards education

and vocational training, including study grants in accordance with national law, and recognition of professional diplomas, certificates and other qualifications, in accordance with the relevant national procedures. Member States may require proof of appropriate language proficiency for access to education and training. Access to university may be subject to the fulfilment of specific educational prerequisites

In addition to regulations indicated in Section 3 hereof, relevant national documents include the following:

- International Protection Act (hereinafter: ZMZ-1), adopted this year. As regards the rights of immigrants, the ZMZ-1 distinguishes between applicants for international protection and persons granted international protection. Thus, Article 88 provides for the right to education among applicants for international protection. The right to primary education is to be granted to applicants within three months from filing the application. The Act further provides that applicants shall be provided access to vocational and secondary school education under the same conditions as nationals of the Republic of Slovenia. The same applies to access to post-secondary, higher and adult education. Hence, the same conditions apply as those applying to nationals of the Republic of Slovenia. Access to education shall be granted within three months from filing the minor's application. If necessary, applicants shall be provided learning assistance in order to facilitate access to the educational system. Further provisions on the education and training of persons granted international protection are found in Article 101 of the ZMZ-1. In exercising the rights to pre-school, elementary, secondary, post-secondary, higher and adult education, persons who have been granted international protection are equal to nationals of the Republic of Slovenia.
- Rules on the Assessment of Knowledge and Promotion of Pupils in Elementary School, adopted in 2008, provide for the possibility of adjusting the assessment of immigrant children. Article 15 of the Rules provides that, for an immigrant child from another country, the manners and deadlines for assessing knowledge, the number of assessments, etc. may be adjusted in the course of the school year in agreement with the parents. The knowledge of an immigrant child from another country may be assessed considering the child's progress in achieving the goals or standards of knowledge as defined in the curricula. A decision on adjusting assessment in the course of the school year is taken by the school board.
- Rules on Norms and Standards for Implementation of Educational Programs and a Schooling Program in Secondary Education, providing in Article 16 that a Slovenian language course shall be organised for students who need or wish to receive assistance, based on their lack of or insufficient knowledge of Slovenian, taking into account the teacher's professional assessment of their level of knowledge and understanding of Slovenian.
- Strategy of Integration of Migrant Children, Pupils and Students into the Educational System, adopted by the council of the minister responsible for education in 2007. The Strategy provides a description of the main problems, international comparisons and the goals and principles of integration. The following goals are worth highlighting: development of linguistic competences, development of

¹ Data as of 16 September 2016.

social competences and development of cognitive competences. The principles are taken from numerous international documents relating to children's rights. The Strategy served as a basis for several public tenders listed in Section 5 hereof.

- Guidelines for the Integration of Immigrant Children into Kindergartens and Schools, adopted by the National Education Institute in 2012. The Guidelines comprise legislative baselines, principles and a conclusion. The principles listed include the openness, autonomy, and professional responsibility of the educational institution and its staff, as well as the development of multiculturalism and plurilingualism.
- White Paper on Education, which in the chapter on the general principles of education addresses human rights and fundamental freedoms and commits to respecting the dignity of every individual, to respecting the plurality of cultures, and thus to promoting understanding, tolerance and friendship among all nations, races and religious and other groups.

From the above national documents, only the provisions of the laws are binding. The other documents (Strategy, Guidelines and White Paper) are merely baselines for possible amendments of the relevant laws.

3. PROCEDURES RELATED TO THE RECOGNITION AND EVALUATION OF EDUCATION

The recognition and evaluation of education acquired abroad is subject to the Recognition and Evaluation of Education Act. The Act defines the procedure, the criteria and the body competent for the recognition of foreign education for the purposes of further education. The Act does not apply to the integration of children with foreign certificates for whom school attendance is compulsory into elementary education, since this is regulated by the Elementary School Act. It needs to be underlined that, pursuant to Article 57 of the Constitution of the Republic of Slovenia, primary education is compulsory and shall be financed from public funds. Article 10 of the Elementary School Act provides that children being foreign citizens or without citizenship and living in the Republic of Slovenia have the right to compulsory elementary education under conditions equal to those of the citizens of the Republic of Slovenia. Based on Article 44 relating to the enrolment and/or integration of children with foreign certificates of education into elementary education, the elementary school establishes on the basis of proof in which grade the child will be enrolled. In doing so, the school takes into account the presented proof of previous education, the child's age and the child's knowledge of Slovenian. As regards enrolment in secondary school, the Slovenian legislation is consistent: anyone who has completed elementary education may enrol in general secondary schools (gimnazija), short-term vocational programmes, vocational programmes and secondary technical schools (the Gimnazije Act, hereinafter: ZGim – Article 11, and the Vocational Education Act, hereinafter: ZPSS – Articles 23 and 24). Foreign nationals may pursue vocational or technical education under the same conditions as citizens of the Republic of Slovenia, provided they pursue such under the principle of reciprocity, otherwise the costs of education need to be paid

(Article 7 of ZPSS). The ZGim contains a similar provision. As a general rule, anyone who has successfully passed the vocational or general matura (school-leaving) exam may enrol in post-secondary education (Article 29 of the Post-secondary Vocational Education Act, hereinafter: ZVSI). Foreign nationals may pursue post-secondary education under the same conditions as citizens of the Republic of Slovenia, provided they pursue such under the principle of reciprocity, or if at least one of the parents or custodians is a resident of the Republic of Slovenia for tax purposes (Article 4 of the ZVSI). A successfully passed general or vocational matura exam or final exam is also a prerequisite for enrolment in higher education. The latter depends on the type of higher education programme (Article 38 of the Higher Education Act, hereinafter: ZVŠ). In accordance with the ZVŠ, foreign nationals may pursue education at higher education institutions under the same conditions as citizens of the Republic of Slovenia only under the principle of reciprocity.

» Children being foreign citizens or without citizenship and living in Slovenia have the right to compulsory elementary education under conditions equal to those of the citizens of Slovenia. «

Notwithstanding the above provisions on education, the ZMZ-1 contains exceptions in the case of applicants for international protection and persons granted international protection. Since the right to education has been thoroughly discussed in the previous section, this section focuses on the right to evaluation and recognition of education. In such context, a distinction needs to be made between persons in possession of a certificate of completed or partly completed education and those who do not have such certificates with them, owing to war or a state of emergency. The ZMZ-1 also makes a distinction between applicants for and persons granted international protection as regards the procedures related to the recognition and evaluation of education.

Applicants for international protection are subject to Article 88 thereof, providing that the burden of proof in terms of education acquired in the country of origin is to be borne by the applicant. This means that the applicant covers all costs of evaluation and recognition of certificates or of examination of knowledge in the event they cannot prove their formal education with documents. Pursuant to Article 101 of the ZMZ-1, for persons granted international protection, such costs are covered by the Ministry of the Interior. In line with the above, the Ministry of Education has started to develop entrance requirements for integration into secondary, post-secondary and higher education. The entrance requirement for secondary education will most likely comprise a written and an oral test to be carried out in the mother tongue or a language the person understands, in cooperation with a translator. The relevant model of integration into secondary education will be developed by the National Education Institute. For integration into post-secondary and higher education, an adjusted (general or vocational) matura exam will probably need to be designed.

A question that arises in such regard is whether it is justified to require the same level of knowledge as required from Slovenian citizens. A further question is whether it makes sense to require a matura exam that includes Slovenian, or whether positive discrimination should apply.

The above and related issues, all rather complex, will be tackled by the relevant expert bodies. The Ministry of Education has already formed working groups to formulate proposals for the most suitable solutions.

Considering that, as regards the rights pertaining to the education of applicants for international protection and persons granted international protection, the ZMZ-1 is *lex specialis* in relation to other laws on education, the best solution is to specify the implementation of Articles 88 and 101 of the ZMZ-1 in statutory instruments. Specifically, this means that the procedures relating to the recognition and evaluation of education will need to be defined in more detail in the Decree on the Methods and Conditions for Ensuring the Rights of Persons with International Protection and in the Rules on Rights of Applicants for International Protection, meaning that it will be necessary to provide a legal basis for carrying out knowledge examinations in order to enable persons without certificates of completed or partly completed education to continue their education. Likewise, it will be necessary to regulate the issue of national vocational qualifications, which are relevant in particular for employment and promotion. Both legal acts fall within the competence of the Ministry of the Interior.

4. EDUCATION AND TRAINING OF EDUCATION PROFESSIONALS

The education and training of education professionals in relation to the successful integration of immigrant children into kindergartens and schools is of the utmost importance. It is well-known that teaching is a noble profession. Teachers pass their knowledge and experience on to younger generations, thus significantly influencing the cognitive development of children.

» Teaching is a noble profession. Teachers pass their knowledge and experience on to younger generations, thus significantly influencing the cognitive development of children. «

Pursuant to Article 92 of the Organisation and Financing of Education Act (hereinafter: ZOFVI), education professionals carry out their work in compliance with the law and state-approved programmes in a manner guaranteeing objectivity, a critical approach and plurality; they enjoy professional autonomy in exercising their profession. In addition to the above explicit provision relating to employees in education, it is also worth mentioning that education professionals are obliged to comply with the goals of education laid down in Article 2 of the ZOFVI.

As regards the successful integration of immigrant children into kindergartens and schools, education professionals need to consider in particular the following goals: providing for the optimal development of the individual, irrespective of gender, social background and cultural identity, religion, racial, ethnic or national origin, and regardless of their physical and mental constitution or disability; educating for mutual tolerance, promoting gender equality awareness, respect for human diversity and mutual cooperation, respect for children's and human rights and fundamental freedoms, fostering equal opportunities for women and men, and thereby developing competences for

living in a democratic society; and promoting awareness of the individual's integrity.

Following this year's amendment, a new Article 2a was added to the ZOFVI, providing for a safe and stimulating environment. Thus, in educational institutions, any form of discrimination against and between children and their unequal treatment based on gender, sexual orientation, social background and cultural identity, religion, racial, ethnic and national origin, and specifics of physical or mental development shall be forbidden. Article 2a therefore implies an explicit prohibition of physical and psychological violence in the school environment. Despite being already enshrined in the Slovenian Constitution,¹ the Convention on the Rights of the Child, and the European Social Charter adopted by the Council of Europe,² the prohibition of any form of violence against children also needed to be regulated in the general national law on education. Regulating it in statutory instruments, such as the Rules on the School Order in the Secondary Schools and the Rules on Residence in Halls of Residence for Secondary School Students, would not be sufficient.

Pursuant to the Strategy of Integration of Migrant Children, Pupils and Students into the Educational System, the Ministry of Education has published over recent years several public tenders on the education and training of education professionals in schools. The public tenders are co-financed from European structural funds. The relevant public tenders include the following:

- Integration of migrant children into education 2008-2011,
- Professional training of education professionals in 2008, 2009, 2010 and 2011,
- Formal educational forms for citizenship in a multicultural society 2010-2011,
- Selection of projects relating to social, civic and cultural competences for 2009-2012,
- Communication in foreign languages 2008-2010 (direct confirmation of operation),
- Integration of migrant children into education 2008-2010, upgraded with the projects "Developing multiculturalism as a new form of co-existence (2013-2015)" and "Developing study material for Slovenian as a second foreign language by means of courses for different target groups and seminars for their providers".

Another public tender, scheduled for this year, is "Building social and civic competences of education professionals", including professional training programmes aimed at empowering education professionals for a more successful integration of immigrant children, pupils and students and children of the majority culture.

¹ Second paragraph of Article 56 of the Constitution: Children shall be guaranteed special protection from economic, social, physical, mental or other exploitation and abuse. Such protection shall be regulated by law.

² Article 17 of the European Social Charter of the Council of Europe: Children and young persons have the right to social, legal and economic protection with a view to ensuring the effective exercise of their right to grow up in an environment which encourages the full development of their personality and of their physical and mental capacities.

5. TREATMENT OF A PARTICULARLY VULNERABLE CATEGORY OF IMMIGRANT CHILDREN

Particularly vulnerable categories of immigrant children include, above all, unaccompanied minors, minor victims of human trafficking and children with special needs who may also be classified as unaccompanied minors.

The above categories are subject to the ZMZ-1. As in other cases concerning rights, the ZMZ-1 distinguishes between applicants for international protection and persons granted international protection. The Act also refers to vulnerable persons with special needs, stipulating that applicants shall be given special concern, care and treatment, including adjusted material reception conditions as well as health and psychological advice and care. The applications filed by such persons are considered with priority. When a minor classified as a vulnerable person with special needs is granted international protection, any subsequent procedures are carried out following the provisions of the Placement of Children with Special Needs Act. In such a case, the commission for placement delivers an expert opinion regarding a child's placement into the appropriate educational programme or establishes that no specific placement is necessary. The expert opinion also defines the type and degree of the deficit, hindrance or disturbance.

In asserting their legal rights, unaccompanied minors are provided a legal representative. It needs to be underlined that these children have come to Slovenia without parents or legal guardians. Therefore, the State must assume the responsibility for their education and the function of their parents. In such regard, a rather critical question arises as to the accommodation of unaccompanied minors. The seventh paragraph of Article 16 of the ZMZ-1 provides that unaccompanied minor applicants are provided suitable accommodation and care in the asylum centre by the competent body. An opinion as to the suitability of accommodation is delivered by the social work centre (hereinafter: SWC) with territorial jurisdiction over the area in which the unaccompanied minor is accommodated. Exceptionally, an unaccompanied minor may be provided suitable accommodation, care and treatment in another adequate institution, where so required because of health issues or other needs of the minor. Based on Article 100 of the ZMZ-1, the procedure for accommodating unaccompanied minors who have been granted international protection is carried out by the SWC with territorial jurisdiction or other competent body in accordance with applicable laws.

Despite the above provisions on the accommodation of unaccompanied minor applicants and unaccompanied minors who have been granted international protection, both the applicants and those granted international protection are accommodated in crisis centres and in the asylum centre. Crisis centres accommodate minors under the age of 15, while the asylum centre accommodates minors between 15 and 18 years of age. The reason for the above distinction is that the asylum centre is not suitable for the accommodation of children under 15; these children, in fact, need more guided activities than those actually provided by the asylum centre. Pursuant to the Social Security Act (hereinafter: ZSV), institutional custody for children and minors deprived of normal family life is provided by the crisis centres for

youth. They substitute for and supplement the function of the absent home and family and include, in particular, accommodation, meals, custody and health care.¹ In addition, they also provide education and prepare children for life. The shortcoming of accommodation in crisis centres is the very brief duration of accommodation: three weeks, with the possibility of extension.² This means that crisis centres cannot represent a long-term solution for the accommodation of unaccompanied minors. Unaccompanied minors who have been granted international protection could be accommodated only under the provisions of the ZSV and, exceptionally, the provisions of the Marriage and Family Relations Act. Article 121 thereof stipulates that a SWC may itself, or in agreement with the parents, hand a child to an institution because of a personality or mental disturbance which essentially threatens the child's healthy personal development. In such cases, the unaccompanied minor's personality or mental disturbance should be attested by an expert opinion by the commission for placement in accordance with the act regulating the placement of children with special needs.

» Crisis centres cannot represent a long-term solution for the accommodation of unaccompanied minors. «

In view of the above, on 28 July 2016, the Slovenian Government adopted a decision relating to the accommodation of unaccompanied minors. The category 'unaccompanied minors' includes applicants for international protection, minors granted international protection, and minors illegally residing within the territory of the Republic of Slovenia. The latter group of unaccompanied minors had been treated pursuant to the provisions of the Aliens Act, stipulating that only exceptionally would they be accommodated in the Aliens Centre. Owing to the lack of other adequate institutions, the above exception became a rule. Considering that the Aliens Centre falls under the Police and that minors staying therein are subject to movement restrictions, such an institution is certainly inappropriate for accommodating minors. The Human Rights Ombudsman drew attention to this issue in its 2015 report.

» Considering that the Aliens Centre falls under the Police and that minors staying therein are subject to movement restrictions, such an institution is certainly inappropriate for accommodating minors. «

The aforementioned government decision introduces a pilot project coordinated by the Ministry of the Interior in cooperation with the ministries responsible for social affairs and education. The project will run until the adoption of the relevant legal bases for the accommodation of unaccompanied minors, yet for no more than one year. The government decision provides for two student halls of residence³ to accommodate 28 unaccompanied minors and for the possibility that in case of a larger number of unaccompanied minors, additional student halls of residence may be provided for their accommodation by

1 First paragraph of Article 16 of the ZSV.

2 http://www.mdds.gov.si/si/delovna_podrocja/sociala/izvajalci/kcm/ (1 September 2016).

3 Student halls of residence in Postojna and Nova Gorica.

government decision. Based on such a decision, the guidelines for professional work with unaccompanied minors and the rules governing their stay in student halls of residence were adopted.

6. FUTURE CHALLENGES

A number of challenges lie ahead of us in terms of a successful integration of immigrant children in the field of education. In addition to the above procedures for assessing the achieved level of education by means of adjusted and specific knowledge examinations and the search of legal bases for such, the field of education will also need to be regulated. This applies above all to particularly vulnerable categories of children: unaccompanied minors, irrespective of their status, and children with special needs. The suggested solution whereby unaccompanied minors are accommodated in student residence halls is only temporary, which means that we will need to find a durable systemic solution replacing the government decision. The more we focus on durable solutions, such as the establishment of a new institution to provide a suitable programme for such children, the less we will need to seek solutions in existing institutions that are designed for other purposes.

» Another complex issue is the attitude toward wearing religious symbols in educational institutions. «

Another complex issue is the attitude toward wearing religious symbols in educational institutions. There are a few facts to be mentioned in this regard. Pursuant to Article 7 of the Constitution of the Republic of Slovenia, the state and religious communities are separate. Moreover, Article 72 of the ZOFVI prohibits practising confessional activity in kindergartens and schools. Hence, the existing provisions are rather modest, but indeed clear. It can thus be concluded, that in classrooms and other premises in public kindergartens and schools, religious symbols are prohibited. Since the employees (educators, teachers, and other education professionals) are representatives of such institutions, they are not allowed to wear religious clothing or other evident symbols, with the exception of discreet religious symbols (e.g., a necklace with a cross or other religious symbol). This complies with the two above mentioned provisions.

On the other hand, children and students may not be prohibited from wearing religious symbols. In this context, it is necessary to consider Article 41 of the Constitution providing that religious and other beliefs may be freely professed in private and public life. It also needs to be underlined that wearing religious symbols should not serve as a cause of incitement to intolerance among pupils and students or incitement to violence and hate speech. In view of the above and considering the current situation, the question arises as to the use of headwear, such as hijab, al-amira, shayla and niqab, and clothing (abaya, jilbab). While seeking answers, we need to bear in mind that wearing headwear and religious clothing is not prohibited by the Constitution or laws. Nevertheless, there are some rules to be observed in the school environment. Pupils and students may not be covered in a manner such that their identity cannot be established. Likewise, wearing religious

symbols or clothing should not prevent the pupil or student from carrying out the activities included in the curriculum. Particularly questionable in such regard is the performance of compulsory activities from the curriculum of sports education (e.g. swimming, running, climbing, crawling, jumping on gym equipment or mattress, gymnastic exercises, etc.).

7. CONCLUSION

The open questions underlined in the introduction, which represent only one part of the migrant issue, are indicative of the current situation concerning the integration of immigrant children into the Slovenian educational system. Since we are talking about a vulnerable group of children and their rights, I think that the existing systemic gaps should be bridged as soon as possible, while providing adequate interpretations of constitutional and legal provisions, with due consideration of the objectives and provisions of international documents.

Slovenia has already made some steps forward toward solving these questions, seen in the form of intense cooperation with NGOs, organisation of national and international conferences on immigrant issues, appointment of several coordination and consultation groups to address the problem of refugees and provide for the integration of immigrant children into the Slovenian educational system, development of recommendations for schools and of a special website for school administrators, teachers, parents and the interested public¹, and the design and publication of public tenders for the training of education professionals for the successful integration of immigrant children. Nevertheless, there are still several outstanding issues concerning education for immigrant children.

A number of questions also arise as regards the solution of individual cases. Since there is no specific legal basis for the above open issues, it will be necessary either to adequately interpret the existing constitutional and legal provisions or to design a new legal basis addressing the issue in more detail. This applies in particular to the attitude of professional staff toward 'being different', to the education and accommodation of unaccompanied minors, to the provision of further education of persons without proof of completed education, and to the issue of wearing religious symbols and clothing in schools.

All the above issues represent a challenge and are indeed relevant for the successful integration of immigrant children into our educational system. By highlighting the obstacles encountered in addressing the above questions, including the expert public in the resolution of all outstanding issues, as well as further education and training in the respective fields, we are well on track to a successful integration of immigrant children into our educational system.

1 http://www.mizs.gov.si/si/vkljucevanje_priseljencev_v_sistem_vzgoje_in_izobrazevanja/

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Bradley Short



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Same Skies is a non-religious, non-profit organisation founded under Swiss law in 2014, and incorporated as an association in Australia in 2016. They are an international team of passionate, humanitarian professionals, who are committed to supporting refugees and asylum seekers awaiting the processing of their refugee claims and resettlement to a third country. Same Skies represents innovation in refugee protection. The creation of the organisation was inspired by the founders' lessons learned from many years of international refugee work. They realised that good intentions alone were not enough. Refugees are too often perceived as a burden with needs defined by outsiders – the consequence being expensive, disempowering projects. There is an urgent need for professionalisation of humanitarian operations using innovative approaches that have the capacity to address enormous global challenges, while at the same time genuinely empowering displaced communities to live with self-determination and dignity. Same Skies' work is guided by an independent board, chaired by the Deputy Director of the Centre of Education and Research in Humanitarian Action (CERAH) in Geneva.



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AN INNOVATIVE APPROACH TO REFUGEE EMPOWERMENT

>>SUMMARY

Owing to a number of factors, the vast majority of refugee and asylum seeker children and youth in transit in South East Asia do not access the local public education systems while they await the processing of their asylum claims through the United Nation's High Commissioner for Refugees (UNHCR), and the funding of durable solutions, such as resettlement to a third country. In addition, refugees and asylum seekers are usually not allowed to work in transit countries, and the skills of many go to waste while they wait for their new lives to begin. There is a high level of underutilised and unorganised capacity in displaced communities, and individuals are eager to use their skills and talents to contribute to the overall well being of their communities. Often, this means providing education for children, but this is only one aspect of the broader refugee-led Community Empowerment Centres that Same Skies facilitates.

Since 2014, Same Skies has established and strengthened two Community Empowerment Centres in Indonesia that are entirely run and managed by refugee volunteers, who donate their time and skills to assist others. Refugee Learning Nest and Refugee Learning Center provide informal education for over 170 refugee children and 80 adults, vocational skill-sharing, arts and crafts, sports, community-based health promotion, informal legal assistance, and much needed social interaction. Together, they have an impact on a community of over 800 refugees.

>>KEY WORDS

Transit Countries, Refugee-Led Community Empowerment Centres, Non-formal Education and Vocational Skill Sharing

Knowledge for my dreams

1. A TRUE STORY

You are just a child, a member of a long-persecuted ethnic minority group. Your people are frequently subjected to harassment and abuse, bombings and targeted killings. Your mother was a victim of one of these acts of hate. Your father, grief-stricken but determined to protect you and your older sister, arranges your escape. You know nothing of how this was done, or what it has cost, or what the journey ahead will look like, but you remember the late night flight through deserted streets, through desolate terrain, and the fear in your father's eyes. And the word, often repeated in a whisper, like an impossible hope, "Australia...".

» You are just a child, a member of a long-persecuted ethnic minority group. «

Months later - after endless travel, small dirty rooms, hurried meals, hiding from police, languages you cannot understand, a voyage by boat, being terrified because you cannot swim, closing your eyes tightly and recalling your mother's laughter, you finally arrive in Indonesia, where your father knows other "refugees", a word that you don't understand. Indonesia, where your family is housed and fed, you and your sister sleeping together on mats on the floor, feeling safer than you ever have, and you can hear your father talking with the other adults long into the night.

In the following days, your father is frequently away, and you play with your new friends in one of the myriad neighbourhoods of Jakarta. Your sister explains to you that Australia has closed its doors, and that if you try to go there, you will either drown, or be sent to a prison in another country. She tells you that your father is going to register with UNHCR, and that hopefully you will soon have a safe place to live.

Months later - no longer in Jakarta, but in a cooler place, in the hills, your father is renting a small home for your family and a young married couple. Your sister and the young wife take care of the home, but no one has anything much to do, and everyone is sleeping for longer, and more frequently. You don't often see fear in your father's eyes anymore, but you see a kind of weariness and pain, and sometimes that scares you even more. You know that he is spending all the money he has and that one day, it will run out, and he will have no more to collect from Western Union. You miss your mother; you can't remember the sound of her laughter, and sometimes you cry, even though you tell yourself that you mustn't. You want to go to school - desperately. To be with other children in a classroom, learning. Your sister, who had been taking high school studies, is depressed that her education has ceased. She had wanted to be a doctor.

» You want to go to school - desperately. To be with other children in a classroom, learning. «

Months later - there is an intangible and fragile optimism in the house. Your father has brought a group of strangers home, some of them your people, from your country, but other refugees as well, from countries neighbouring your own. They are all talking excitedly, and then after a

meal together, they are still planning and discussing something important as you fall asleep in the room next door.

A month later - you will be going to school! You are so excited that you can't keep still for even a second. Your sister is even more excited, for she is going to be a teacher at your new school! Your father is part of the planning committee, a group that was formed after a community consultation with people from somewhere else, and the team has found a suitable house to become the new school. Your friends from up the street will be there too! Your father says that the school will be a new centre for a new community. For the first time since your mother was still alive, you feel joy.

1.1. Case Study: Refugee Learning Nest

This is the story of Refugee Learning Nest (the Nest), a refugee-led Community Empowerment Centre in Indonesia that was conceived in November 2014, during a community consultation workshop facilitated by Same Skies and attended by around sixty mostly Afghan, Pakistani and Iranian refugees and asylum seekers. They discussed their challenges living in transit, but more importantly, reflected on the existing resources within their own communities and proposed solutions to the most pressing of the difficulties.

Refugees face many challenges while they wait in Indonesia for what could be many years. They lodge their asylum claims with UNHCR, which determines whether they are considered refugees according to the international definition. Those who are assessed as "genuine" refugees then have to wait again for UNHCR to find them a safe third country for resettlement. This process currently takes a minimum of three to four years in Indonesia.

» This is the story of Refugee Learning Nest, a refugee-led Community Empowerment Centre in Indonesia. «

Indonesia has not signed the 1951 UN Refugee Convention, and there is no national law that protects the basic human rights of refugees. While registered with UNHCR, they are tolerated in the country, but the government of Indonesia does not allow them to stay permanently, and they receive very limited support from a few humanitarian organisations. They do not have work rights, and many suffer from symptoms of situational depression due to a prolonged life in limbo, lack of meaningful activities, loss of status, prestige and social networks, and worries about the future, in addition to trauma from past experiences.

During the initial Same Skies community consultation, education for refugee children was identified as the most pressing need, followed by English lessons for women, vocational activities for men, and meaningful recreational activities for the community at large. Health concerns were also of significant importance, principally in terms of access to health care.

At the end of the two-day workshop, a group of twelve volunteers presented themselves as community leaders who would be willing to work together to establish a community centre, the purpose of which would be to address some of these identified needs. During the preceding months,

these volunteers scoured their neighbourhoods for a suitable building, met Indonesian community leaders and landlords, and negotiated the terms for a lease agreement. They also met with many members of the refugee community and identified and recruited volunteer teachers and instructors who would share their skills. In March 2015, they settled on a property in a strategic location that allowed access for as many community members as possible. They enrolled over thirty children for immediate commencement of classes and also started English and handicraft classes for around twenty refugee women. Same Skies supported the rent and set-up costs and mobilised in-kind donations, including educational resources, a library of books for children and adults, handicraft materials, sewing machines and sports equipment.

» Same Skies' aim is to fully hand over Community Empowerment Centres to refugee groups after they have acquired the necessary skills, knowledge and resources, and handover strategies are incorporated into all actions from the onset. «

Over the course of the next year, the Nest continued to grow and the lease agreement was extended for another six months – again supported by Same Skies. The group of volunteers steadily improved their activities, worked on a suitable organisational structure and continuously renegotiated roles and responsibilities. Same Skies maintained daily communications with the volunteers, monitoring the internal challenges and guiding progress through group exercises and activities for personal and professional development. Differences in cultural, social and educational backgrounds, gender roles and power dynamics had to be continually addressed and challenged in a sensitive manner. Same Skies also conducted regular visits to the Community Centre to provide volunteers with training in project cycle management, teacher training, and first aid, among many others.

» Working with people who are often new to project cycle management and organisational structures as we know them in the West, it is important to realise that it will take time for them to define roles and responsibilities within their own group. «

Community members participated in renovations and improvements on the building and built furniture for the Community Centre. They turned the previously landscaped surroundings – upon which no activities were possible – into a sports field. This was a major achievement, as all the manual labour of levelling the ground and building tall fences was conducted without the involvement of paid labourers, and relied completely upon the efforts of the community. Working hard towards a common goal strengthened the sense of community and at the same time allowed far greater access to sports and recreation than would ever have been possible otherwise. Sports and recreational activities became a larger focus of the programming at the Nest, all facilitated by volunteer coaches from the community. Adillah is one of the female volunteer teachers who participates in the football matches for women,

organised by the Nest: *“In Afghanistan this was impossible for us; we had to just stay in our homes, and we could never enjoy playing like this on a sports field. It is so happy for me!”*

The Nest also opened a fourth class for refugee children, taking enrolment numbers into the mid-forties. Mustafa is a twenty-year-old Afghani male who teaches handwriting to the children at the Nest:

“Coming to the Nest is so important for us, to not get bored, and to learn many things,” he says. *“Everyone is learning here, not just the children, but all of us.”*

Same Skies' aim is to fully hand over Community Empowerment Centres to refugee groups after they have acquired the necessary skills, knowledge and resources, and handover strategies are incorporated into all actions from the onset. These days, the Nest is on the cusp of true independence. They are managing their own Facebook page and website, and successfully raise their own funds for ongoing rent and operational costs through online crowd-funding campaigns.

1.2. Lessons Learned

• Establish mutual trust and respect.

This is important in any context, but when working with people who have fled oppressive governments and/or societies where they faced persecution, building trust and respect is essential before any progress can be made. Communities might be suspicious of the motives of an organisation that is purportedly there to help them. Sometimes members of the community will view each other with jealousy or mistrust if it is perceived that some are gaining benefit from their partnership with the organisation. Furthermore, many refugees fear for their continued peace and safety in transit countries, so they do not want to jeopardise their lives there by risking breaching the conditions under which they are allowed to stay in the country.

» You must be innovative and creative in your own approaches, not viewing failure as a negative thing, but rather as an opportunity to learn and adapt.. «

Trust goes both ways, of course, so it is imperative to trust the volunteers to implement activities and make decisions according to their own set of priorities and values. Often, they are informed by varied cultural contexts, so it is important to listen to them and learn to understand how they see things. Imposing a rigid structure on them will not succeed; things need to be constantly renegotiated and explained to one another to form a successful relationship.

• Believe in their strengths and resilience.

It is our experience that there is an existing capacity base in every community, and viewing these communities as capable and resilient fosters a sense of confidence and pride instead of despondency. Empowering

people to lead, teach, learn and share their skills with others brings purpose and achievement into lives that were previously filled with waiting for something to happen. Only if you truly believe that they can do it, will you be able to guide them to self-determination and independence. Trusting them to fulfil their roles responsibly, and believing in their capabilities and skills constitute the most important empowerment you can give them, and demonstrating this at all times will elevate them to a higher level.

• Establish a simple organisational structure from the onset.

The aim of Community Empowerment Centres is for refugee volunteers to feel a sense of ownership and value as they work together for the good of the community. However, sometimes ownership can also mean that they feel threatened by change, and may reject or exclude people from the community who offer their support. Keeping the organisational structure as simple as possible, with transparent position descriptions and clear accountability lines, will help alleviate any jostling for influence or power. We would recommend establishing a simple structure from the onset and improving it over time, as we experienced how difficult it is to change a structure, once it has become established.

• Learn to be patient.

Working with people who are often new to project cycle management and organisational structures as we know them in the West, it is important to realise that it will take time for them to define roles and responsibilities within their own group. There may be power struggles or personality clashes, and things may not happen quickly. There might also be cultural differences, such as gender roles, that need to be constantly renegotiated and might sometimes lead to fallouts. Tensions may also exist between various groups within a displaced community, since they are not one homogenous group. You will find people from various cultural, social, religious and educational backgrounds of all different ages and genders. At the Nest, we have volunteers working together who came from groups that are fighting each other in their home countries. In light of their past in conflict-ridden countries, small things can open old wounds and trigger traumatic experiences. Therefore, we are continuously providing support and mentorship in cultural awareness, gender and diversity and conflict resolution.

• View volunteers as colleagues rather than 'beneficiaries'.

This is very important in professionalising and formalising the relationship between your organisation and the volunteers in the field. If we try to recognise them as colleagues rather than beneficiaries, it reinforces the stated value of seeing their strengths, abilities and potential, rather than their vulnerability. It also enables all training and support to be viewed as professional development, adding to the sense of fulfilment and achievement gained by their participation in the Community Centre. Furthermore, it encourages respectful communication and an understanding of the various roles that individuals

carry out within the greater picture.

• Accept that some things are out of your control.

Much like a parent allowing a child to grow in independence, your organisation will have to accept that volunteers will make decisions that you disagree with or that you can't understand. You have to allow them to do this, as it is part of their growing and developing process, while at the same time constantly re-enforcing your non-negotiables. Many of their decisions may be culturally informed, so it is important to be sensitive to their values and cultural structures and beliefs.

• Be flexible in your processes.

As much preparation, planning and strategising as you may do, there will always be circumstances or developments beyond your control, and sometimes your processes themselves may be flawed. Learn to monitor and adjust them as you go, so that no matter what setbacks or unexpected scenarios arise, you can always keep moving forward towards your objective.

• Don't be afraid of failure.

Inasmuch as you have to let the volunteer group grow in independence, thereby relinquishing some control of the Community Empowerment Centre, you must also be innovative and creative in your own approaches, not viewing failure as a negative thing, but rather as an opportunity to learn and adapt. Taking risks is part of innovation, and therefore, not everything you try will go according to plan. Sometimes you may also find that something completely unconventional or novel can be extremely successful. Failure in any area will help to inform your future planning and decision making, creating a stronger, more flexible and experienced organisation.

• Resolve conflict within your organisation quickly.

Your organisation is a role model for how the refugee-led Community Empowerment Centre can operate successfully and professionally. At all costs, avoid making any conflict or power struggles within your organisation apparent to the community. As we had to experience firsthand, it is much harder to mediate and help resolve conflict within their group if you have conflict happening within your own. On the other hand, resolution of conflict, if it occurs, can also provide a role model for their communities.

Philip Smith



Phil's thirty-five years in education span the breadth of formal and non-formal education: schools, TAFE, community colleges, universities and a wide range of community settings. He has held leadership roles in schools, government agencies, a national professional association, and local and international NGOs. He has worked overseas in education, training and evaluation. His experience includes education design and delivery in a humanitarian environment (Nauru). He has considerable experience in advocacy at local, state and federal levels.

Phil is a self-starter: he is creative and has the drive to make things happen. He takes a deep interest in the world, and is active in that world – socially, culturally, politically, professionally. What gives the diversity of his career and interests some cohesion is a sense of working towards a world in which healthy people thrive in healthy communities on a healthy planet: a sustainable world, a world that looks after the vulnerable and cares for the environment. As a writer, his interests are social justice, sustainability, politics, education and community.

SOME THOUGHTS ON EDUCATION FOR REFUGEES

>>SUMMARY

Save the Children Australia (SCA) managed education programs for refugees and asylum seekers on the island of Nauru from early 2013 to August 2015. I worked in SCA's Refugee Assistance Program (RAP), which operated from April to December 2014, and this paper draws on my experiences in order to suggest strategies for building English language education for adult refugees and facilitating integration into local schools by refugee children. The RAP worked in, with and around the schooling system on the island republic; it worked alongside security providers and in a volatile community situation; RAP operated under the watchful eye of the Department of Immigration and Border Protection; and it worked with adults and children traumatised by conditions in their home countries, by the journey that landed them in Nauru, and by the uncertainty of even their immediate futures.

>>KEY WORDS

refugees, education, Nauru

SOME THOUGHTS ON EDUCATION FOR REFUGEES

Context

Nauru is a Pacific Island – an island nation – approximately 40km south of the Equator and 4000 kilometres north-east of Australia. It is a tiny, raised coral atoll – only about 21 square kilometres – a dot in the middle of the ocean, but home to roughly 10,000 locals. And for a hundred years, a quarry for rapacious countries and companies digging up and removing the valuable phosphate. Once an isolated, tropical gem of an island, Nauru now carries the physical and social scars of excessive mining – the penalty for being rich with a chemical important in agriculture and industry. Under the stewardship of Australia, Britain and New Zealand at various times during the 20th century, Nauru's resources were viciously exploited; strip mining created environmental destruction to land, water supplies and vegetation. A New York Times article from 1995 described the island like this: "Inch for inch, Nauru is the most environmentally ravaged nation on earth." (www.nytimes.com/1995/12/10/world/a-pacific-island-nation-is-stripped-of-everything.html). Nauru has been described a failed state (Crouch, 2016, p.17), where government cannot operate effectively, where health services are of very poor quality, where security and safety are random, and where the police and justice systems are ineffective. Nauru, once one of the wealthiest nations per capita on the planet, is now among the poorest (<http://www.news.com.au/travel/world-travel/pacific/naurus-downfall-from-rich-nation-to-poverty/news-story/3581ef431e354cab655054ca0f4959af>).

» Nauru - is a tiny island with massive problems. «

I was one of a foreign legion of staff caught daily between politics and Politics, policies and values, evidence and ideology, confidentiality and truth. Some were caught between blowing the whistle and blowing their jobs. The island is much like the tailings of a mine-site. Over 100 years of exploitation, corruption and inept management have left the place looking and feeling run down – broken. Unkempt, unfinished buildings dot the island: a half-built, 3-storey building that would have been a national art gallery had it been completed; the parched bones of what would have been an international weight-lifting centre; old phosphate factories; worn equipment dangling off the coast; rusted cars, trucks and mining equipment bulldozed into the bush beside the very rough dirt road to our camp; and containers stacked high and forming canyons of rusted blue, orange, grey and red metal in dusty bowls near the harbour. The small island is ringed by a sealed road that floods in high tides and rain; it has other sealed and dirt roads leading off it and up. Up isn't very far. The highest point on Nauru is about 70 metres. The Regional Processing Camps were up the hill. Most of the local population lives around the coast. Nauru is paradise looking out towards the ocean, but paradise lost looking inland: Worn homes, littered streets, faded signs and wild, deadly dogs. It's a tiny island with massive problems.

It is on this island and in this context that the Australian Government established an off-shore detention centre to house and 'process' asylum seekers. It is in this context that – once 'processed' – asylum seekers

were granted refugee status by the Nauruan Government. The cost of running an off-shore detention centre is astronomical. The Audit Office reports that the cost per off-shore detainee is nearly \$600,000 per year (www.smh.com.au/comment/the-extraordinary-cost-of-keeping-asylum-seekers-in-detention-over-500000-each-20160914-grftcj.html). Save the Children and UNICEF collaborated in preparing, At What Cost? The Human, Economic and Strategic Cost of Australia's Asylum Seeker Policies and the Alternatives¹, and in this report estimates total cost for 2013-16 of offshore processing in Nauru and Papua New Guinea to be \$9.6 billion.

» What became known as the Australian government's Pacific Solution to the issue of asylum seekers arriving by boat was a political solution. «

What became known as the Australian government's Pacific Solution to the issue of asylum seekers arriving by boat was a political solution. In 2001, the Howard government intercepted unauthorised vessels and transferred the asylum seekers to off-shore processing centres on Nauru and Manus Island (PNG). By conflating the events on September 11, 2001, in New York with small boat-loads of people seeking refuge, the Howard government deviously equated asylum seekers with terrorists and generated fear of these most vulnerable people fleeing violence and persecution in their own countries: Iraq, Syria, Iran, Sri Lanka, Afghanistan and some African states. And tough talk by the government about preventing asylum seekers ever settling in Australia kept most Australians happy.

For political reasons, the government closed and then re-opened the centres in the period from 2001- 2012. They remain open today.

In September 2014, the then Minister for Immigration, Scott Morrison, announced by video link to Nauru that Australia was closed to asylum seekers:

You may have heard that temporary protection visas are to be reintroduced. This policy does not apply to those who are on Nauru... Processing and resettlement in Australia will never be an option to those who have been transferred to regional processing centres... There are no exceptions. You will remain there [in Nauru] until you either choose to return or are resettled somewhere else other than Australia. (<https://asylumseekerscentre.org.au/the-moss-inquiry/>)

This proclamation, coming during the middle of the RAP had a significant impact on the mental state of asylum seekers and refugees. For many, hopes were shattered. Steven Glass, a board member of the Asylum Seekers Centre, describes the immediate effect of the Minister's announcement:

For the more than 900 asylum seekers in Nauru, including 180 children, hope for a life free of persecution turned instantly to despair. In and around the mess room, there was crying and screaming. Some detainees became angry. Many began to protest....In the 48 hours immediately following Mr Morrison's speech, there were 10 reported incidents of self-harm or attempted suicide, more than had occurred at the centre in the entire 12

¹ http://www.savethechildren.org.au/_data/assets/pdf_file/0009/159345/At-What-Cost-Report-Final.pdf

months prior. These included detainees stitching together their lips, cutting their forearms, or swallowing detergent. (Crouch, 2016, p.37)

Australia was closed. Asylum seekers and refugees were trapped. Relocation to Australia was impossible. Returning to the home countries was unthinkable.

This paper cannot delve into the widespread abuse of refugee and asylum seeker women and children or the mental illnesses suffered by men, women and children. Just know it is very well documented¹. It is on the public record – a record largely ignored by the government (Crouch, 2016, p.1).

Sexual assault and abuse were common, and as news began to leak out about how routine such behaviour was, the Nauruan government announced that foreign journalists would not be permitted on Nauru (Crouch, 2016, p.2). The Australian Parliament was fully aware of the sexual violence – as it was of the self-harm, hunger strikes and widespread depression – but it continued to keep the off-shore camps open (Crouch, 2016, p.2). Taking a more militarised and secretive approach, the government passed the Australian Border Force Act in May 2015; this confirmed the illegality of unauthorised disclosure of information obtained by virtue of services agreements with the government; it prevented individuals from speaking about incidents of abuse on Nauru. This Act made it an offence punishable by two years' imprisonment for those working on Nauru to disclose protected information about the detention centre or detainees. Julian Burnside, a well-respected and experienced barrister who has acted pro bono in many human rights cases, a man named as a Living National Treasure and awarded the 2014 Sydney Peace Prize, puts it this way:

In civil society, if a doctor becomes aware of an instance of child sex abuse, it is a criminal offence not to report it. But if the same doctor is working in an Australian detention centre, in Australia or offshore, and becomes aware of an instance of child sex abuse, it is a criminal offence to report it (Sykes and Zifcak, 2016, p.31-32).

This Act covered and still covers those of us who worked as teachers in Save's Refugee Assistance Program.

In holding asylum seekers in the detention centres as it is doing, the Australian Government is breaching a number of conventions relating to refugees, torture and harm to women². Burnside describes the Australian Government's policy of capturing and holding asylum seekers in detention in order to 'send a message' to other possible asylum seekers like this:

Subjecting innocent people to cruel, inhuman and degrading treatment in order to shape the behaviour of others is impossible to justify. It is the philosophy of hostage-takers. Any society that is prepared to brutalise the innocent in order to achieve other objectives has stepped right into a moral

¹ See National Enquiry into Children in Immigration Detention 2014 by the Australian Human Rights Commission <https://www.humanrights.gov.au/our-work/asylum-seekers-and-refugees/national-inquiry-children-immigration-detention-2014> and the Commonwealth Government's Review into recent allegations relating to condition and circumstances at the Regional Processing Centre in Nauru <https://www.border.gov.au/ReportsandPublications/Documents/reviews-and-inquiries/review-conditions-circumstances-nauru.pdf>

² <http://www.abc.net.au/news/2014-03-31/children-in-detention-is-australia-breaching-international-law/5344022>; <https://www.humanrights.gov.au/our-work/asylum-seekers-and-refugees/projects/immigration-detention-and-human-rights>; <http://www.smh.com.au/federal-politics/political-news/un-report-to-state-australia-is-in-breach-of-international-torture-convention-20150308-13ymk.html>

shadowland (Sykes and Zifcak, 2016, p.26).

The Australian Government has ignored the damning reports about the impact on children of its off-shore detention centres and it demonised the authors, including Gillian Triggs, President of the Australian Human Rights Commission (Sykes and Zifcak, 2016, p.26). Australian Governments – Liberal and Labor alike – shamefully and wilfully breach not just conventions but human decency and ethics.

The vast majority of asylum seekers – up to 90% – have been deemed to be genuine refugees (Crouch, 2016, p.15). With 10-year refugee visas for Nauru, the refugees were moved out of the camps on the only hill on the island and into compounds around the coast. But within this apparently idyllic setting, women, men and children suffered despair, physical abuse, humiliation and the hopelessness of being indefinitely detained on this island prison. Daily, refugees lived in limbo and with “indefinite” – the gnawing rat of uncertainty. They feared the Nauruans and the Nauruans feared them, some believing the new arrivals to be terrorists.

So, this was the context in which our education work was conducted. We worked on this island where corruption was a serious problem and where there were failures by the police to investigate incidents of abuse (Crouch, 2016, p.4, p.23); where a foreign-run detention centre was changing the social and cultural make-up of the community (asylum seekers, refugees and international detention centre staff numbered between 20-25% of the island's total population); where silence was the rule as both the Nauruan and Australian governments sought to conceal the truth of the widespread fear and abuse; where the guiding expert skills of the Australian Chief Magistrate and Chief Justice were lost when they were sacked by the Nauruan government without notice or reason; and where many refugee men, women and children in our education programs had broken spirits and suffered some form of mental illness. Yet, on this barren, jagged wasteland and in a failed state where democracy and wealth have been squandered (Crouch, 2016, p.22), was to be found inspiration from the love and support of family and friends to help each other survive and – where possible – learn.

» *In civil society, if a doctor becomes aware of an instance of child sex abuse, it is a criminal offence not to report it. But if the same doctor is working in an Australian detention centre, in Australia or offshore, and becomes aware of an instance of child sex abuse, it is a criminal offence to report it.* «

Our role

SCA provided orientation, education and welfare services. SCA education staff worked in three different locations: a purpose-built school that provided schooling for young asylum seekers; directly in the camps where asylum seekers were housed; and in the Nauruan community with refugee children and adults. This paper discusses only the last of these locations. This was the Refugee Assistance Program, and it provided 'settlement' support (including English language training) to individuals and families who had been granted refugee status by the Nauruan government. These people lived in compounds or houses

down around the coast.

Working as Education Manager of the Refugee Assistance Program, my job was to plan, facilitate and lead the settlement education program for refugees. SCA education programs were

- evidence-based,
- responsive to the changing needs of the refugees,
- appropriate to the social, political and cultural contexts,
- programmatic and, where relevant, integrated into parallel programs run by SCA and other service providers.

My team facilitated enrolment of the children into local schools, provided English language support for the students and, where necessary, professional support for local teachers.

For the school-age children, RAP teaching staff worked in and with the schooling system on the island republic. For the adults, they designed needs-based English language education programs and delivered them in a range of settings including corridors and breeze-ways, prayer rooms, kitchens, cabanas, and a small room in a shack known as the Beach House.

RAP staff worked closely with case workers (counsellors), community liaison officers (Nauruans and refugees), and staff who helped the refugee adults find work. Our education work sought to build language and cultural competency, as well as skills necessary for employment on Nauru. We also worked under the watchful eye of the Australian Department of Immigration and Border Protection. Levels of accountability about locations and time and numbers (of classes and students) were high.

Quality education required staff to stay focused on the education work. This meant optimizing our understanding of the context and of student/adult learning needs.

School-based staff built extraordinary relations with a local primary school, Kayser College. There, they assisted the transition to schooling for the children from the detention centre, and integration into the different cultural and learning expectations of the school. The work included conducting separate classes for refugee students, supporting the teacher in the rooms with the Nauruan teachers, and providing individual instruction when the need existed and the time was available. RAP teachers won the admiration and respect of the school principal and were invited to conduct a number of professional development sessions (curriculum planning, teaching strategies, behaviour management). Refugee parents expressed their joy that SCA staff were at the school each day to guide, monitor and support their children.

Students in the secondary schools, Nauru College (Years 7-9) and Nauru Secondary School (Years 10-12) received similar levels of support where the school permitted it.

Let's be clear. Working with the local education department and the schools was complex. Relationships evolved – not always in a positive direction. Factors and variables and circumstances outside the control of SCA and Nauruan teachers had an impact on relations. Everything was complex, fluid and dynamic. But all the while, SCA staff sought to understand the needs of the refugees and the local teachers and schools. Staff worked with real people in real situations – difficult

situations most of the time. Difficult physically, emotionally and socially. This took its toll on SCA staff. The employment model of 3 weeks on the island and 3 weeks off the island helped staff recover and re-build energy.

On one occasion, a refugee man concerned about his son at the primary school and a Principal concerned about that same student's behaviour met to discuss the situation. There was a stand-off. Principal and father faced each other and said, talking over one another while echoing the other's feelings: *“We are afraid of you.”*

» *Refugees feared attacks from Nauruans who felt they were losing their island to a rapid influx of new people. Some Nauruans feared the refugees, mistakenly thinking they were the perpetrators of the violence back in their home countries.* «

Refugees feared attacks from Nauruans who felt they were losing their island to a rapid influx of new people. Some Nauruans feared the refugees, mistakenly thinking they were the perpetrators of the violence back in their home countries, rather than the people who had fled persecution.

It was cathartic for both parties to express in such direct terms how they felt. SCA staff helped through the quieter conversation that followed to plan strategies to ensure the young boy would be more comfortable at school and the teachers would be assured of his behaviour. Principal and father concluded with deeply sincere gratitude and a greater understanding of each other and the vastly different worlds they inhabited. The Australian government's cessation of the Save the Children contract in late 2014 has resulted in the refusal of most refugee parents to send their children to the local schools¹. Lack of confidence in the quality of the system and insecurity regarding the safety of the children appear to be prime concerns. Some of the refugees have set up their own makeshift school situations, and have drawn on any teaching skills within their own collective, in order to provide at least some education for their children.

SCA staff understood the importance of parent-child relations, and our work included support for parents to help them teach their children English. It's important to remember that some of the children were illiterate in their own language, and many had had an interrupted education prior to arriving, owing to the circumstances in their home country.

But SCA staff needed support as well – all of us. Save the Children Australia was diligent in ensuring its staff had access to professional counselling support. Physical and mental health checks were integral to the work. Personal well-being mattered, and we were required to check in regularly about how we were getting on. Vicarious trauma was real, the living conditions were challenging, and people needed support. Professional development was regular, ongoing and responsive to needs.

¹ <https://www.savethechildren.org.au/about-us/media-and-publications/media-releases/media-release-archive/years/2016/save-the-children-staff-report-just-15-per-cent-of-refugee-and-asylum-seeker-children-on-nauru-are-attending-school>

Some thoughts on developing and delivering education programs to refugees

Along the way, we formally as well as informally gathered lessons. This section offers some thoughts on those lessons about the organisational, relational, professional, personal and educational elements essential for success. On occasion, it extrapolates from teaching English to broader educational goals.

Over and above the specifics, these key factors can be extrapolated:

- a. Education initiatives do not happen in a vacuum. It's vital to know the context and to keep knowing it as things change and evolve. Humanitarian settings are dynamic and complex; uncertainty and challenge are the order of the day. Know the context.

» Humanitarian settings are dynamic and complex; uncertainty and challenge are the order of the day. Know the context. «
- b. Be clear about what is meant by success – for the refugees and the host communities. In other words, absolutely know the purpose: be clear about why the education program is in place and what it is trying to build, achieve, improve, learn, and change. The programs need to be constructed with outcomes in mind: educational, social, well-being and settlement outcomes. They need to be shaped by an evaluation plan developed not at the end but at the beginning. Accept that circumstances and critical incidents may require emergency interventions, but never lose sight of the importance of planning and evaluation.
- c. Base the nature of the education initiative on evidence. What is taught and how it is taught really matter. Be flexible. Respond to need. Keep working to know the changing needs of the target audiences and the host communities.

» What is taught and how it is taught really matter. Be flexible. Respond to need. «
- d. Good education is about relationship and connection. Throughout, the education program needs to be based on good relationships between providers and audience, and it needs to help refugees make connections with people, with ideas, with systems within the host country and with what they already know. Programs need to nurture independence and agency, not create a culture of dependence. Education offers hope and a future, but programs and staff need to walk that fine line between hope and hopelessness. Neither must engender unrealistic hope or a sense of hopelessness.

The following are offered as suggestions for initiatives with the refugees. These will enable the refugees to better operate and cooperate within the host country. Greater elaboration on each initiative is available on request.

1. Notwithstanding the point made immediately above about the importance of developing an evaluation plan at the outset, it is

vital to know that programs go through phases. Those phases may go by different headings, be overlapping and last varying amounts of time; they may also be iterative – that is, not always in one direction. In general, the phases are commencement and establishment, consolidation and delivery and closing. Outcomes and program approaches must shift and adapt; staff training, new systems, new forms of consultation, different types of information, and different relationships will all be required.

2. English Language Support: Needs-based English language sessions will be required for a range of audiences and with a range of purposes. Link the English language training into any national training frameworks, so that refugees begin to earn qualifications in the host country. This feeds directly into needs around employment and study: finding study, work and play in the host country; this includes identifying skills amongst the refugees and conducting sessions on educational opportunities available to refugees, as well as sessions on how to be an entrepreneur in the host country. This point includes helping refugees to find their own purposes for learning.
3. If parallel programs exist (e.g. welfare, employment), be sure to identify, document and communicate to staff and clients the conceptual and practical links between education and the other programs. This also applies to the work of other providers. Close communication and mutual understanding of the various roles and responsibilities are vital for effective and efficient design and delivery.
4. Leadership and advocacy: build the capacity of refugees to be leaders within new cultural, organisational, political and geographic situations.
5. Cross-cultural relationship building: cultural acclimatisation for refugees – education in the customs, values, history, laws and religions of the host country; cultural understanding for members (particularly leaders) of the host country in the politics, religions, cultures and histories of the countries from which the refugees have come. One method would be to ask schools to include information about the refugee situation in their communications with parents. Another strategy would be to build a holiday program in English and through visiting local sites of significance and beauty. Have local people lead these initiatives.

» Staff must be culturally aware: ongoing professional development is a must. «
6. Recruitment and training of staff. Staff must be culturally aware: ongoing professional development is a must. Again, have local people conduct this training. Importantly, staff need to be more than just specialists in their fields. They need to have or develop high levels of resilience in order to manage the challenges and stress they will encounter in their work.
7. Opportunities for refugees to undertake volunteer work within the host country. Create opportunities for contact with residents of the host country.

8. Support for communication mechanisms within the refugee community (e.g. local radio, mainstream press, separate newspapers/websites).
9. Playgroups and parental support: playgroups for children 0-5 years old combined with parental support/counselling; include transition to school elements for children approaching school age in the host country. Run parenting programs in schools. Create opportunities to integrate refugee and local families.
10. For the organisation or organisations involved, effective internal communication is critical. Secrecy, lack of trust and poor communication systems have an impact on operational effectiveness and quality program delivery. They also have an impact on morale and job satisfaction. Staff need clear messages and means of communication up and down throughout an organisation.

- » Run parenting programs in schools. Create opportunities to integrate refugee and local families. «

CONCLUSION

Australian understanding of what has been happening on Nauru has increased; sentiments are changing and pressure is mounting to close the detention centre. But just as it started, the fate of the centre and the refugees will be contingent on one political party or another finding the political advantage. The mental, physical and emotional suffering of real people will matter little.

Save the Children staff worked in a highly charged and volatile situation. We worked with adults and children traumatised by conditions in their home countries, by the journey that landed them in Nauru, and by the uncertainty of even their immediate futures. I have learnt from personal communication that two of the students – both boys around 10 years old – were recently transferred to a psychiatric ward in Australia, so traumatised were they by their experiences in their home countries and in Nauru.

To the best of our ability, we performed tiny acts of magic that built some communication skills, some confidence, some cultural understanding, some employment opportunities, some hope, and – along the way – good relations with the refugees. The refugees came to trust us and looked to us for help. It was tough when what was asked fell outside our jurisdiction and capacity to change. The best we could do was the best we could do. And right now, that includes ongoing lobbying to end off-shore processing of asylum seekers. It also includes sharing what we have learnt from the experience. It is hoped that the lessons and ideas above may help those dealing with similar situations elsewhere in the world.

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Note: As required by the Australian Government, individual staff and Save the Children Australia signed and remain bound by confidentiality agreements. Unlawful disclosure may result in a custodial sentence. The implication is that some information and stories are not available for public release.

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Nada Trunk Širca holds a Ph.D. in management in education. She is a member of numerous committees, e.g. the Professional Council of the RS for General Education, the Council for higher Education, the European Educational Research Association and she also works as an evaluator for the 7th FP. Her research fields are higher education, management and policy in education, quality assurance and evaluation studies, the life-long learning concept and recognition of prior learning, education and the labour market, and knowledge management. In recent years, her main focus in the area of HE has been on the topics of active EU citizenship and internationalisation and modernization of HE systems in EHEA and outside EHEA. She is head of the course Social Responsibility and Volunteering, which has been delivered at ISSBS every year. She also has considerable experience in coordinating projects funded through LLL: JM MODULE and two JM Projects. She is currently involved in various national and international projects: the Danube start project – Integration of Roma children into education system – countries of Danube region, Erasmus+: HEIDA – Data Driven Decision Making for Internationalisation of Higher Education; Erasmus +: Inclusion of Roma and Migrants in Schools – Training, Open Discussions and Youth Volunteering Activities; and the LLL project: Inclusive Human Resource Management.

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MIGRANT CHILDREN IN SCHOOLS AND INTERCULTURAL COMPETENCES OF TEACHERS

>>SUMMARY

With the European refugee crisis that began in 2015 and the rising number of refugees and migrants who came to EU to seek asylum and for better living standards, the number of migrant children in schools increased rapidly. In those EU countries that accepted migrants, this opened up a number of initiatives and serious debates on policy reform, aimed at supporting inclusion of migrant children in education: promotion of enrollment of migrant children in preschool education, rapid provision of language instruction for migrant children, avoidance of concentrations of migrant children in disadvantaged schools, fostering communication between parents of migrant children and schools and preparing teachers for work in a multicultural environment. The article mainly focuses on the need to prepare teachers for work in a multicultural environment. Now more than ever it is necessary for teachers to have the intercultural knowledge and skill, to work successfully with children whose language, learning styles, behaviour, thinking and academic skills may differ considerably from those of the “mainstream” students.

>>KEY WORDS

migrant children/students, intercultural competences of teachers, educational integration models in the EU

1. MODELS FOR THE INTEGRATION OF MIGRANT CHILDREN IN SCHOOLS

Rising migration into Europe is now the largest factor in population growth among most EU member states. This trend is also manifested in the area of education, where pupils of migrant origin comprise up to half or more of the total number of students in some schools. These demographic changes bring out the need and challenge to deal effectively with students from diverse backgrounds and turn diversity into educational success by both responding to the knowledge-based global economy and welcoming the multicultural reality. In particular, there is a need to consider actions that value diversity, confront prejudice and stereotypes and lift any barriers - social, economic, political, ethnic, linguistic, etc. - to student learning and development. Data from PISA studies (OECD 2010, 2006, 2004) indicate that the educational challenges posed by family background, socio-economic context, and migration status are the main determinants of student performance, and thus school education must seek to overcome all inequalities and utilise the benefits that diversity brings to schools and classrooms (EUNEC, 2012; Tavčar and Dermol, 2012).

There are two main theories among educators when speaking about integration of migrant children into new learning environments (OECD, 2015):

a) bilingual education for immigrant students

(bi-lingual classrooms)

According to defenders of this approach, bilingual education provides better support for the benefits and skills that these children bring with them. However, in practice many school systems have failed to maintain academic excellence for students in a separate bilingual track, mainly because there are often not enough trained bilingual teachers, there is also a problem that, in many cases, the bi-lingual school environment is poor. In this case, bilingual education of immigrants, concentrated in one school, may be a superior model in theory.

b) immersion of migrants in the host-country language alongside non-immigrant classmates (integration into regular classes)

This theory is supported by OECD data, which show that children who are immediately immersed in the host-country language alongside non-immigrant classmates tend to perform better academically.

Two examples of models:

- Slovenia has decided on a model of direct integration of migrants into regular classes. Before the school year begins, migrants attend 20 hours of introductory (Slo. uvajalnice), mainly focused on learning the Slovenian language and becoming familiar with the new school environment. During the school year, migrants are included in the individual programme with additional hours of Slovenian language (up to 120 hours) – nadaljevalnice (MIZŠ, 2016).
- Migrant children in Germany are temporarily integrated into preparation or transition classes - Willkommensklasse, with intensive tutorials in German. According to OECD data (2015), this

model has helped immigrant students in Germany to make huge academic gains in less than a decade. Germany reduced the share of underperforming immigrant students by 11 percentage points and improved the mathematics performance of second-generation immigrant students by 46 score points – the equivalent of more than one year of formal schooling. A similar model is also used in Austria.

> Slovenia has decided on a model of direct integration of migrants into regular classes. <

2. INTEGRATION OF MIGRANT CHILDREN IN EDUCATION

Education is crucial for successful integration of migrant children and youth, but although diversity is an opportunity to make schools, more inclusive, creative and open-minded, inequality in education is the highest among migrant children. Migrants often face discrimination and xenophobia. Educational achievement among these groups is generally poorer in comparison to their peers who are nationals of the countries in question. These trends have grave consequences, since academic underachievement and early dropout are significant causes of unemployment and failure to integrate into the host society, and lead to problems of social marginalisation and poverty. The education of migrant children and youth is now viewed as a political and human rights issue and no longer merely as an economic issue related to the single market (Huttova, Kalaycioglu and Molokotos-Liederman, 2010). In this regard, Europe needs more efficient, but at the same time more inclusive and equitable, education systems, which will give access to quality educational provision.

> Inequality in education is the highest among migrant children. <

Some of the facts that show the need for better integration of migrant children and youth in schools are as follows (European Commission, 2008):

- There is clear and consistent evidence that many children of migrants have lower levels of educational attainment than their peers. The PIRLS survey on literacy shows migrant children scoring less well than their non-migrant peers by the end of primary school. The OECD PISA survey on standard academic skills of 15-year-olds confirms that migrant children in this age group tend to perform less well systematically than the children of host countries across each of the tested subject areas, science, and mathematics and, most strikingly, reading.
- Migrant children are more likely to drop out than host country children. This is especially the case for children from third country nations: they have some critical and specific education needs that are not currently met through mainstream education policy. According to ETM, the share of early school leaving among foreign-born learners in the EU is nearly twice as high as among the total

population (in the EU, the figure was 12.7%, while the equivalent rate for third-country nationals was 26.5%).

- Enrolment of migrant students in secondary schools is often in schools that are academically less demanding and of shorter duration.
- In many countries, there is a tendency to establish compensatory measures instead of truly integrating measures in schools in regards to the inclusion and integration of migrant children. The latter leads to concentration of the problems in the school environment neglect of the general aspect along with promoting stereotypes and negative behaviours.
- Migrant children often don't have the chance to present their culture (given the climate of discrimination against the existence of their culture); as a result of multiculturalism, there is also a need to change the curricula in primary/secondary schools, in order to avoid stereotypes and monoculture orientation (for example, presenting not only European artists, writers, etc., but also those from other countries).
- The problem of access to non-compulsory education for undocumented children: while participation in compulsory education is often possible for undocumented children, the fact that the legislation is unclear commonly results in administrative barriers, limitations in taking official examinations and receiving certification, and exclusion from non-compulsory education.

Policy reforms that can lead to better integration of children in education (OECD, 2015):

- » If children enter pre-school programmes at the age of 2 or 3, they have a chance of starting school at almost the same level as non-immigrant children. «
- It is important to promote pre-school education among migrant children. If children enter pre-school programmes at the age of 2 or 3, they have a chance of starting school at almost the same level as non-immigrant children.
- It is important to encourage all teachers, not just specialist teachers, to prepare themselves for diverse classrooms. All efforts to integrate immigrant children successfully depend on well-skilled and well-supported teachers who can reflect the diversity of their student populations in their instructional approaches and who can help all students to achieve the educational goals and standards of the host country.
- It is necessary to avoid concentrating immigrant students in the same, disadvantaged schools. Immigrant communities tend to be poor, and high-poverty schools have a magnified negative effect on the education of immigrant students. Countries that distribute immigrant students across a mix of schools and classrooms achieve better outcomes for these students.
- It is important to provide language instruction quickly. Combining language and content learning, from as soon as it becomes feasible, has proven to be most effective in integrating children with an immigrant background into education systems.
- It is crucial to foster communication between school and parents of migrants

3. INTERCULTURAL COMPETENCES OF TEACHERS

A range of knowledge, skills, and competences are needed by teachers for work in the multicultural learning environment.

In general, the essence of intercultural competence can be summed up as the ability to work/interact well across cultures. It means the ability to interact with people from different cultures in a genuinely constructive manner, which is free of negative attitude, e.g. prejudice, defensiveness, apathy, aggression, etc. (SALTO 2009).

The main intercultural competences according to Vrečer

(2011) are as follows:

- Empathy – the ability to “put ourselves into the “shoes” of a person from another culture; we do not judge him according to our own criteria, but we try to look at his situation. Empathy is a prerequisite for understanding.
- Being focused on similarities between cultures – we should focus not only on the differences; this is an important strategy in managing cultural differences in a multicultural environment.
- Being open to the ideas of others.
- Being open to new experiences, new cultural realities and different perspectives.
- Tolerance towards the unknown and unexpected situations.
- Ability to adapt to the values of others - This involves a willingness not to respond in an ethnocentric manner and not to magnify our own values, but to be able to learn about the values of others.
- Knowledge also helps to form intercultural competence – by this, we mean the knowledge that people gain when they inquire from where members of other cultures come and what are their values, customs and traditions.
- Awareness of own culture & values - If we are aware of our own values, then we do not feel threatened by the values of other cultures; It will also be easier to introduce our own culture to representatives of other cultures if we are aware of our cultural identity.
- Interpersonal skills - We must be able to interact in multicultural groups; we need to have feeling for sensitive topics and cultural differences; we need to approach people without prejudice and stereotypes.

Classrooms have always contained people from different cultures, religions and of varying sexual orientations; some learned faster, some slower and individuals had distinct learning styles.

Nowadays we find in the classroom more and more immigrants from other cultures, so teachers need even more intercultural competence (Vrečer, 2011).

- » Teachers who understand diversity as a potential and as a resource for learning, instead of a burden, have the ability to develop a similar understanding in their students. «

In this respect, it is important that teachers be equipped with intercultural competences, because as ethical professionals, they are

responsible for supporting the personal and academic growth of all their students, regardless of background, culture, language, religion, ethnicity, gender, sexual orientation and so. Multicultural classes create a climate in which different cultures can engage in a mutually beneficial manner. Teachers who understand diversity as a potential and as a resource for learning, instead of a burden, have the ability to develop a similar understanding in their students (understanding for tolerance, anti-discrimination, openness for new experiences, potential for accepting the values of others, etc.). Teachers who understand education in wider societal and global context and eagerly aim at promoting social justice in education have the potential to educate students who can actively transform their life and society.

Intercultural competence should not be seen as an additional or separate part of teachers' professionalism, but more from a holistic perspective that affects all the choices that teachers make in the classrooms, society, and the world. Intercultural competence is thus teachers' professionalism in intercultural contexts. It is also important that schools support the identity and culture of all students and create a safe and equal learning environment for all, rather than for just those who belong to the mainstream.

- » Multicultural classes create a climate in which different cultures can engage in a mutually beneficial manner. «

4. REFLECTION BY A SYRIAN STUDENT ON HOW HE SEES EDUCATION IN GERMANY

(Hassan Al-Zaza; Masters student in the Intercultural Business Communication program, EMUNI UNIVERSITY, SLOVENIA)

Living in Syria has become so difficult and tragic, and at times, this seems to be impossible day after day. Syrian people have lost everything they own in the war in Syria. We have lived through the worst times that Syria has faced during our lifetime. We are all searching for better educational opportunities so that we can gain the knowledge we will need to achieve all the aims that we dream of. We all feel like we have a lot to give.

The question that many locals (in Europe) raise is why do most Syrians come to Europe? *The answer is very simple; that is, looking for a chance, education and hope. They come to countries where “the dignity of the human being is untouchable”. People, the Syrian refugees are not leaving because they feel like it. They are not risking their lives going across borders because they think they might have a better life. They are trying to change their situation immediately because nothing could be worse than their current situation in Syria.*

Why Germany? *The German economy is the strongest in Europe and one of the strongest in the world. Germany is the leader in several industries globally, with high-quality products and services from the automotive sector to clean energy. The story*

of the fall of the Berlin Wall taught us as Syrians living in Germany to hope. The wall lasted 28 years, but it fell. The wall was a symbol of separation; Germany was divided into east and west. Each had its own regime and government. Moreover, from what I understand, the situation in the eastern part was tough; rules were strict and sometimes unfair. Some people in Germany gave up; they thought the situation would stay like this forever, and that the separation would last. Others did not; they kept their hopes high and worked hard to achieve unity to bring back a strong and united Germany. Therefore, our hopes should always be high, and we should carry them through.

And the reality? *The following is the story of a young Syrian man who came from Jordan; it sums up the whole situation. He summarizes his life there by saying: “Well I am not allowed to work or drive. If I find work, it is going to be a slummy job which I must hide it from the government. Not just that, I would be paid much less than a Jordanian. People here treat me like trash and want to get rid of me. I do not receive enough money (from UNHCR) to spend on my family or even to pay the rent. The food stamps I am given only work at certain stores where they hike up prices because they know we cannot go anywhere else. In the end, this is not life but another form of death, a slow death.” This man is an educated man; he had a Bachelor's degree in chemistry and had his own pharmacy store. What does he have now? Nothing. When he told me this, it really hit me hard. The latter is the result of the war that has displaced over 7.4 million refugees.*

Syrian higher education “students”. *More than half of the adults among the 160,000 Syrians who applied for refugee status last year possess Syrian high school or university diplomas, according to the German Council of Science and Humanities, and they would like to continue their studies. Only about 50,000 of those Syrians are ready to study in German higher education, estimates the Friedrich Ebert Foundation. Many do not have transcripts, making it hard for them to apply to German universities, according to the Foundation. Still, the German stipend for refugees has been an incentive for Syrians on student visas to apply for asylum so they might remain in Germany. Regular international students have to study and work to afford their living expenses. Government-backed student loans are also available to refugees once a university accepts them.*

The education system and Syrian children. *Most countries that host large numbers of refugees and asylum seekers have established “schools for them”. Germany has a stable education system; educating migrant children will also require more teachers and ongoing training on how to create stable, long-term learning environments where refugees and asylum seekers can thrive. I visited a children's school class in Giessen; there I saw that children also shared universal experiences like Mind-craft, Barbie and playing with their brothers and sisters. When sharing was over, the children quietly went back to their seats and took out folders that contained learning materials developed to suit their particular language and developmental*

stages. The teacher walked around the room, helping where needed, checking in, and tailoring her teaching to the very different needs of each child.

Creating an environment of acceptance is the first stage in helping refugee children and Syrian students, presenting them with opportunities for their life and future.

5. CONCLUSION

Having teachers well-trained to deal with diversity is an important to step in ensuring inclusion of migrant children in education. Training for teachers who work with migrants should focus on general intercultural competences, while understanding the reasons for migration and the characteristics of migrants is also important to provide better for migrant children.

We expect that every teacher in the future will need to deal with cultural diversity (whether ethical, religious or diversity based on sexual orientation, etc.). Therefore, it is urgent and necessary for EU countries that the topic of intercultural competences form an integrated part of all study programmes for future teachers.

In its 2001 report to the European Council, the Education, Youth and Culture Council asserted that, to fulfil the objectives of the Lisbon agenda, a vision of tolerance and solidarity needed to be conveyed by education systems. 'Education and training systems have to lead people to accept that racism and intolerance have no place in our society; that discrimination [...] is unacceptable' (Council of the European Union, 2001). Education systems should transmit values of tolerance and equality. The most central, legally binding EU instrument adopted in this spirit is the Council Directive of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial and ethnic origin. It provides that the principle of non-discrimination should be guaranteed, especially in the field of education. (Faasa, Hajisoterioub and Angelides. 2014.)

Different EU countries have different models for the integration of children into classes (direct integration into regular cases, preparation classes with intensive tutorials in the language of the host country). Whatever the model that countries have chosen, it is important that it be efficient and support the inclusion and achievement of migrant children. In this respect it is of key importance that teachers are capable of working in diverse/heterogeneous classes. Moreover, it is important for all models that migrant children experience in interaction with

peers from the host country.

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EDUCATION FOR SUSTAINABLE DEVELOPMENT: A HOLISTIC AND PARTICIPATORY APPROACH TO CONNECTING MIGRANT YOUTH TO ADULT EDUCATION

>>SUMMARY

The United Nations, the European Union and EU member states have committed themselves to sustainable development, development that “meets the needs of the present without compromising the ability of future generations to meet their own needs” (Hauff 1987). The adoption of the United Nations Sustainable Development Goals 2015 and the European Union’s Europe 2020 goal for sustainable growth reflects that commitment. To create a sustainable future, education for sustainable development (ESD) is needed, which allows “allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future” (UNESCO 2012a). Although ESD has a holistic, inclusive and participatory approach, migrants as a target group have so far been excluded from measures for education for sustainable development. This paper criticises this lack and argues that the inclusion of migrants in ESD is crucial to gain a comprehensive understanding of global-local interplays and to be able to develop needs-orientated solutions for a sustainable lifestyle for everybody. To do so, transdisciplinary flagship projects are needed. The paper presents a concrete project proposal called COMSA - COnnecting Migrant youth to Sustainability via Adult education. The European project consortium aims to empower migrant youth as multipliers to become active within their communities as agents for change for a sustainable future.

>>KEY WORDS

adult education, sustainable development, migrant youth, empowerment, flagship project

INTRODUCTION

The European Union (EU) is home to approximately 19.8 million migrants from all over the world who live within the EU, but do not have citizenship in one of the EU’s member states – so called third nationals (Eurostat 2016a). One of the goals of the EU is to promote smart, sustainable and innovative development and to include all members of society in contributing to creating a socially and culturally inclusive as well as sustainable society (European Commission 2010a, Council of the European Union 2014). The members of the EU have also committed themselves to the United Nations (UN) Sustainable Development Goals, with the objective of ending poverty, protecting the planet and ensuring prosperity for all in a sustainable way (UN 2015).

In order to be able to create a sustainable future, education for sustainable development (ESD) is crucial to empower people as well as various stakeholders and institutions to actively create a sustainable future. At the UN earth summit in Johannesburg in 2002, the UN entitled the decade from 2005-2014 as the world decade for ESD (UN 2002, UN 2003, UNESCO 2005a). The aim of this ten-year period was to implement the idea of sustainability into all parts of education. The basic vision of the world decade is a world in which each person has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation (UNESCO 2005b).

During the UN Decade of ESD, a variety of projects working on ESD with different target groups and in various networks and alliances were established within the European Union (Eurostat 2013a, Eurostat 2013b, Tilbury 2011, UNESCO 2012b). However, migrant communities as a target group and especially young migrants have so far been excluded from comprehensive measures for ESD. Furthermore, an approach for teaching and training migrants in education for social, economic, ecological and cultural sustainability has been so far missing. This is an especially serious deficiency, since migrants are more likely to face social, economic and cultural exclusion, as well as discrimination and lack of resources (European Centre for Social Welfare Policy and Research 2008, Martiniello & Rath 2014). ESD has the potential to empower marginalized groups and to give them the skills to lead sustainable, responsible and self-determined lives and should therefore be particularly offered to target groups facing social exclusion.

» The basic vision of the world decade is a world in which each person has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.«

To bridge the gap and give migrants the possibility to participate in ESD, the Regional Centre of Expertise for Education for Sustainable Development (RCE) Graz-Styria at the University of Graz has developed, together with societal and academic partners from across the EU, a flagship project called COMSA - COnnecting Migrant youth to Sustainability via Adult education. The project aims to (1) connect young migrants as future multipliers to concepts and methods for sustainability by developing an intercultural approach to education

for sustainability within adult education in order to empower migrants to actively contribute towards a sustainable society; (2) improve capacity and knowledge within adult education organisations for ESD for migrants and (3) spread and disseminate knowledge about sustainability throughout migrant communities. This paper will present the project and discuss its potential.

To do so, the paper first gives an overview of the development and the key concepts of ESD. It then presents the international and national efforts to promote ESD and highlights the missing inclusion of migrants in these measures. The paper continues by arguing that the inclusion of migrants as experts in migration within the ESD measure is crucial to gaining a comprehensive understanding of global-local interplays and to developing needs-orientated solutions for a sustainable lifestyle for everybody. As a concrete solution, the project COMSA is then presented and its potential discussed..

What is Education for Sustainable Development (ESD)?

In order to understand ESD, one first has to understand the concept of sustainable development. The most often used definition of sustainable development refers to the Brundtland report, which was published in 1987 by the World Commission on Environment and Development (WCED) under the guidance of the former Norwegian prime minister Gro Harlem Brundtland: “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Hauff 1987). Our planet faces economic, social and environmental challenges of growing complexity. In response, sustainable and alternative solutions, which consider the economic, ecological, social as well as the cultural and institutional dimensions of sustainable development, are needed (Michelsen & Adomßent 2014, Zimmermann 2016). Sustainable development must always be thought of as a holistic and comprehensive concept, in order to understand and be aware of the relations, complexity and consequences of one’s action. The holistic concept of sustainable development is therefore always inclusive and diverse (Embacher & Wehling 2002, Sachs 1999, Zimmermann 2006). The objective of sustainable development is to realize inter- as well as intragenerational justice for everybody, meaning that all humans living now everywhere on this planet as well as all humans who will ever live on this planet, have the same chances and opportunities to live according to their needs (Zimmermann 2016).

At the UN Conference on Environment and Development in Rio de Janeiro in 1992, more than 170 governments created and agreed upon an action program for worldwide sustainable development – Agenda 21 (UN 1992). This document has been the instrument for the implementation of the Brundtland report and also identifies four major thrusts to start implementing ESD. These four thrusts are (1) improving basic education, (2) reorienting existing education to address sustainable development, (3) developing public understanding and awareness, and (4) training for sustainable development (McKeown et al. 2002, UN 1992).

Ten years after Rio, the next earth summit took place in Johannesburg in 2002. As a result of the conference, the UN entitled 2005 to 2014 as the decade for ESD, also in order to achieve the United Nations

Development Goals (UN 2000). Furthermore, a more concrete definition of ESD was agreed on and disseminated by the United Nations Educational, Scientific and Cultural Organization (UNESCO):

“Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. Education for Sustainable Development requires far-reaching changes in the way education is often practised today“ (UNESCO 2012a).

ESD must therefore also be applied within formal, non-formal and informal education in order to implement its inclusion it into all forms of education and make it available to everybody, regardless of economic, social or cultural background, gender or age (McKeown et al. 2002, Hopkins & McKeown 2002).

To reach this goal and to translate the global goals of ESD on a local level, the UNESCO, which coordinated the decade at the international level, initiated a worldwide network of locally operating Regional Centres of Expertise of Education for Sustainable Development (RCE). To provide assistance to the individual RCEs and to facilitate their communication and networking, a global RCE Service Centre was established at the United Nations University’s Institute for the Advanced Study of Sustainability (UNU-IAS) (UNU 2014).

» *Migrants as a target group have so far been excluded from measures for education for sustainable development.* «

RCEs aim to establish cooperation among local and regional actors, as well as to foster and make use of international exchange within the RCE network, following the motto “think global, act local”. The RCEs have different focus areas and structures in order to give maximum support for the regional necessities for sustainable development with respect to educational activities. Through these efforts, RCEs help prepare local leaders of tomorrow with the tools and information they need to make smart and sustainable choices for the future. RCE efforts encourage innovation and new approaches to sustainable development. They translate existing knowledge into concrete actions and empower individuals to make sustainable choices for themselves and their communities. RCEs also play a central role in the transfer of global technologies, knowledge and experience at the local level, through their programmes and activities. At the end of the decade in 2014, more than 130 RCEs worldwide had been established (Glasser 2008, UNU 2014).

To reflect the actions of the decade for ESD and to address future challenges, UNESCO held the World Conference on ESD in Nagoya in November 2014. At the World Conference, the Global Action Programme (GAP) on ESD was successfully worked out as a follow-up programme to the Decade and was adopted by the delegates (UNESCO 2014b). The GAP seeks to generate and scale-up ESD action.

It is intended to make a substantial contribution to the post-2015 agenda. The GAP has two objectives: First, to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development, and to make a difference; secondly, to strengthen education and learning in all agendas, programmes and activities that promote sustainable development. Furthermore, the GAP will focus on five priority action areas: (1) advancing policy; (2) integrating sustainability practices into education and training environments (whole-institution approaches); (3) increasing the capacity of educators and trainers; (4) empowering and mobilizing youth; (5) encouraging local communities and municipal authorities to develop community-based ESD programmes (UNESCO 2014a).

» *Migrants can contribute towards innovative content in ESD by including their potentially diverse traditional and indigenous knowledge for sustainable development, thus enriching sustainable development approaches.* «

To reflect the actions of the decade for ESD and to address future challenges, UNESCO held the World Conference on ESD in Nagoya in November 2014. At the World Conference, the Global Action Programme (GAP) on ESD was successfully worked out as a follow-up programme to the Decade and was adopted by the delegates (UNESCO 2014b). The GAP seeks to generate and scale-up ESD action. It is intended to make a substantial contribution to the post-2015 agenda. The GAP has two objectives: First, to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development, and to make a difference; secondly, to strengthen education and learning in all agendas, programmes and activities that promote sustainable development. Furthermore, the GAP will focus on five priority action areas: (1) advancing policy; (2) integrating sustainability practices into education and training environments (whole-institution approaches); (3) increasing the capacity of educators and trainers; (4) empowering and mobilizing youth; (5) encouraging local communities and municipal authorities to develop community-based ESD programmes (UNESCO 2014a).

» *The European Union has also recognised that fostering sustainability is a key challenge of the EU’s future development.* «

As we can see, even after the decade of ESD, the international community has maintained the focus on strengthening ESD on a global level and can use the well-established RCE network to do this locally.

The European Union (EU) has also recognised that fostering sustainability is a key challenge of the EU’s future development. As early as 1997, sustainable development had become a fundamental objective of the EU when it was included in the Treaty of Amsterdam as an overarching objective EU policy (European Communities 1997). At the Gothenburg Summit in June 2001, EU leaders launched the first EU sustainable development strategy, based on a proposal from the European Commission (European Council 2001). The European Council

of June 2006 adopted a renewed Sustainable Development Strategy for an enlarged EU (European Council 2006, see also Council of the European Union 2006). In December 2009, the European Council confirmed that sustainable development remains a fundamental objective of the European Union under the Lisbon Treaty (European Commission 2010b, European Parliament 2010, Official Journal of the European Union 2007) and also stressed the issue in the Presidency’s report on the 2009 review of the Union’s Sustainable Development Strategy (Commission of the European Communities 2009). Moreover, within the EU Europe 2020 strategy, launched by the European Commission in 2010, focus is placed on smart, innovative, inclusive and sustainable growth. Regarding sustainable growth, the European Commission aims to foster a low-carbon economy, to develop green technologies, to reduce emissions and to prevent biodiversity loss, while informing consumers (European Commission 2010a, European Commission 2011, European Commission 2012). As we can see, sustainable development remains a key objective of the European Union, and its member states have committed themselves on a global level to the importance of and support for ESD by adopting the GAP on ESD to include and empower everybody in contributing to a sustainable future.

Migration and Sustainable Development: deficits and potentials

Although there is international and national commitment for a holistic understanding of ESD, which is supposed to include everybody, migrants as a target group have so far been excluded from measures for education for sustainable development. Small classes teaching environmental issues for migrants do exist (ARGE Energieberatung Wien 2012, Lifelong Learning Programme 2011, oe1.ORF.at 2014, Österreichisches Institut für Nachhaltigkeit 2014, Peregrina 2014, Pietsch et al. 2010, Verein zur Förderung der Jugend- Integrations- und Gemeinwesenarbeit 2013), but a strategy for teaching and training migrants in education for social, economic, ecological and cultural sustainability has been missing. So far, the holistic approach to sustainable development, which includes all dimensions of sustainable development and helps people regardless of their individual diverse backgrounds to understand and be aware of the relations, complexity and the consequences of their actions, has not been offered to migrants in the EU. This is a severe deficit, and the need to create opportunities for education for sustainable development for migrants arises because:

- As research has shown, migrants are in general more likely to be at risk of energy poverty. ESD contributes to developing and applying individual and institutional strategies to fight energy poverty (Bouzarovski-Buzar 2011, Pietsch et al. 2010).
- Migrants can contribute towards innovative content in ESD by including their potentially diverse traditional and indigenous knowledge for sustainable development, thus enriching sustainable development approaches (Pereira Roders & Van Oers 2011, O’Donoghue et al. 2013).
- In order to integrate migrants within the European Union, it is crucial both to teach European values and reflect together on them (Council of Europe 2010, UN 1948, UN 1979). ESD offers opportunities to do that in a holistic way and also includes issues and values on gender, cultural diversity, respect, human rights – including women’s rights, anti-discrimination, the social cooperate respon-

sibility of businesses as well as why and how to use resources responsibly (McKeown et al. 2002, Sachs 1999).

- Migrants are real-life testimonials of transnational relations within a globalising world. Their individual migration experiences should be shared within ESD measures in order to make people aware of the EU’s global relations and how the motto “Think global, act local” has had real-life consequences for people who are part of their local community.
- Youth unemployment rates throughout the European Union have been rising since the economic crisis in 2007, especially hitting marginalized youth from lower income families and a less substantial educational background. At the end of 2015, the youth unemployment rate in the EU was 19.7% (Eurostat 2016b). Educational measures should therefore focus particularly on youth, offering a variety of learning and training opportunities, to prepare them for a diverse labour market and a growing green economy with its various job opportunities.
- As shown before, migrants represent a significantly large population group within the European Union. Since everybody has to contribute towards sustainable development of the European Union, society cannot afford to exclude this specific target group in achieving this goal. Their knowledge of and actions towards sustainable development are needed as well and the first step to support them is to include them in ESD measures.

COMSA: a participatory and empowering flagship initiative

The RCE Graz-Styria at the University of Graz aims to bridge this gap and has developed a project focusing on migrant youth, which includes this specific target group in ESD measures to give them the chance to participate actively in creating a sustainable future. The project’s title is COMSA, which stands for COnnecting Migrant Youth to Sustainability via Adult learning.

The RCE Graz-Styria is one of 149 RCEs worldwide (Global RCE Network 2016) and was acknowledged as one of the first 20 RCEs in the international network during the ESD decade in 2007. The center is integrated into the Faculty of Environmental, Regional and Educational Sciences of the University of Graz. The goal of its interdisciplinary team is to address pressing economic, social and ecological challenges by contributing to further development of sustainability research and education. The RCE Graz-Styria has a transdisciplinary approach and works together with a network of scientific and societal partners in various European as well as national and regional projects. Its mission is to promote sustainable development by research, training and mutual knowledge creation between science and society. This transdisciplinary approach can also be found in the consortium of COMSA¹. COMSA brings together experts from five member states with a variety of disciplinary backgrounds and occupations, such as researchers, trainers, social workers, media experts, project managers. These experts from

1. The partners who have developed the project and are committed to implementing the project in terms of funding are: (1) Regional Centre of Expertise for Education of Sustainable Development (RCE) Graz-Styria, University of Graz (Austria), (2) the migrant education institution Caritas Akademie Graz (Austria), (3) adult education institution Volkshochschule Cham, (4) the migrant self-organisation Black, Minority Ethnic (BME) and Refugee (BME) Network Middlesbrough (Great Britain), (5) Regional Centre of Expertise for Education of Sustainable (RCE) Rhine-Meuse (Research and Education Organisation) and (6) TUCEP - Tiber Umbria Comett Education Programme, an adult education network (Italy).

five different organisations work in the fields of sustainable development, education for sustainable development, migration/integration/social inclusion, youth work, lifelong learning, and public relations/media/community work.

By implementing COMSA, the consortium aims to foster sustainable development by teaching and empowering migrant youth to know about and become active for SD. In the long term they should become active multipliers within the EU learning space and within their local communities. To do so, the project aims to develop a specific training program for migrant youth.

The training will be based on the following **two training principles**:

(1): *“Think global, act local”*: Based on the experience of the Decade for ESD and the global RCE network it is crucial to apply a global and holistic approach. This means taking into consideration regional specifics and regional needs as well as cultural experience and migrant’s know-how on a local level, as well as their relations to national, continental and global challenges. Therefore, educational activities should be developed and applied on a local level but be thought about in terms of their global interconnection (Glasser 2008, UNESCO 2014a).

(2): *Intercultural-transdisciplinary knowledge exchange*: Based on an intercultural (Deardorff 2004, Council of Europe 2000, National Consultative Committee on Racism and Interculturalism 2008, National Council for Curriculum and Assessment 2006, Risager 2012, UNESCO 2006) and transdisciplinary (Bergmann & Jahn 2010, Jahn 2008) concept of knowledge development and awareness raising all relevant stakeholders and target groups and their specific experiences and cultural background will be included in the development of the training program.

To be able to do that, a **needs-analysis** will be conducted to identify the level of understanding of and knowledge about sustainability among youth migrants, to identify the level of understanding of and knowledge about ESD of adult education institutions and migrant self-organisations, to identify where there is a deficit of ESD measures for the target group of migrants and migrant youth in all partner countries, and to analyse needs for comprehensive ESD measures for the target group of migrants and migrant youth in all partner countries. This will be done via focus groups, with three target groups: migrant youth, representatives of adult education organisations and representatives of migrant self-organisations. Based on the results of the needs-analysis, a final training program will be developed which will include ten modules and is designed for a period of six months, twice a week for half a day. The content of the modules is based on existing experience of ESD training for youth: the Trofaiacher Lehrpfad on ESD developed in 2008 and used until today by local schools and youth groups (Regional Centre for Expertise Graz-Styria 2008). Based on that, the content of the **training modules** will be expanded and will include the following topics:

1. Climate change
2. Food consumption
3. Waste management
4. Energy use
5. Management of water resources

6. Corporate Social Responsibility
7. Fighting poverty
8. Democracy and participation
9. Gender equality (see also Caglar et al. 2012, Hofmeister et al. 2013)
10. Peace work and intercultural dialogue

The **training methods** will be based on the concept of the successful ESD project OPEDUCA (Developing Open EDUCational regions for future-oriented learning and teaching Anytime, Anyplace, with Anybody, through Any device), which also incorporates these ten principles. OPEDUCA was given an award by UNESCO in 2014 for being an outstanding project of excellence within the decade of ESD. OPEDUCA is based on real life learning within the local community (including partners from industry, education, science and governmental institutions) and focuses on transformative, experimental, participatory and social learning methods. OPEDUCA has developed and tested such pedagogical and educational elements (Flight for Knowledge, Global Learning Space, Business Class) successfully within schools (pupils age 6-18), but not yet with the specific target group of youth migrants (Regional Centre for Expertise Rhine-Meuse 2014). Therefore, the methods of OPEDUCA will be adapted to the needs of COMSA’s specific target group based on the results of the needs-analysis.

Together with the development of training sessions for migrant youth multipliers, an e-learning room will be established with teaching materials on sustainability for migrants in all partner languages, to be maintained beyond the completion of the project. The online learning room will provide free access to the trainer’s handbook as well as the tool-kit for migrant youth multipliers, which will be translated in all partner countries’ languages and further intercultural ESD resources collected by the consortium and replenished by materials from the cooperation partners and other stakeholders. The online learning room will also provide an interactive room for direct exchange of knowledge and experience.

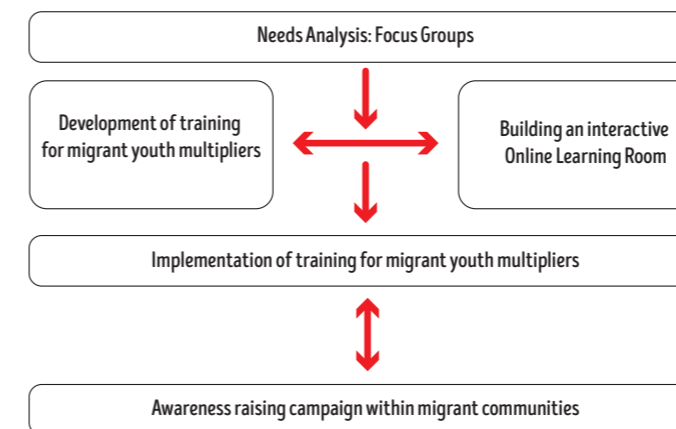
The development of the online learning room will be based on experience with online ESD tools, with reference to the flagship project SUSTAINICUM, a platform with resources for ESD in Higher Education from four categories: Building Blocks, Teaching Methods, Lecture Notes and Teaching Module. SUSTAINICUM focuses on supporting teachers both in terms of content on SD and through the practical application of ESD through innovative teaching methods, as well as promoting systemic and holistic thinking. The United Nations University recognised SUSTAINICUM as an “Outstanding Flagship Project” in an award given at the Global RCE Conference in 2013 (University of Natural Resources and Life Sciences Vienna et al. 2014). Based on this success, the concepts and methods of the platform SUSTAINICUM will be adapted to the needs of COMSA.

Based on the principles of “Think global, act local” and “Intercultural-transdisciplinary knowledge exchange”, qualified migrant youth multipliers will be designing and implementing a concrete local awareness campaign about SD within their local community. To do so, democratically selected youth multipliers will first participate in a European Workshop in which they can exchange their knowledge, reflect on their training experience, gain experience of the European perspective and become inspired to design an awareness campaign within their

local community. Based on their training and European experience, the youth multipliers will design and implement one local awareness – raising campaign within their local community. The youth multipliers, depending on local needs and current challenges of the local community, can freely choose the topic as well as the method of the campaign. Possible local awareness campaigns could be, for example, art or sports competitions, demonstrations, exhibitions, theatre plays, concerts, conferences, workshops, fairs, community dinners etc. The youth multipliers will be encouraged by the local partners to use the online learning room to find methods and ideas and to exchange ideas with youth migrant multipliers from other partner countries. Also, the youth multipliers should be aware that the goal of the campaign is to encourage further participants to enter training programs.

The following illustration gives an overview of the project plan:

Illustration 1: COMSA project working plan



The project partners in each partner country will support the local migrant youth by providing contact to potential partners and guidance in the form of a local workshop teaching basic skills on project management, communication and dissemination. These will be based on the experience and content of teaching the Master’s degree course “Project Training”² at the department of Geography and Regional Science at the University of Graz, which will be adapted to the needs of COMSA (University of Graz 2014). Press and public information materials for the campaign will be provided by the consortium partners.

» The RCE Graz-Styria at the University of Graz aims to bridge this gap and has developed a project focusing on migrant youth, which includes this specific target group in ESD measures. «

² The course is taught every semester at the University for Master’s students of Geography and Regional Science and is held in the context of an international research project. Students achieve practice oriented core competences in methods and tools for education for sustainable development and project management (global challenges, local approaches, awareness raising, system thinking, communication and conversation skills, project management tools, etc.). The course fosters supported application of the skills acquired as multipliers for sustainable development through interaction with other students (University of Graz 2014).

CONCLUSION AND OUTLOOK

COMSA fulfils the criteria of ESD: that is, not only working in a trans-disciplinary manner with its societal and academic partners, but also teaching a holistic understanding of sustainable development and including all dimensions of sustainability, while applying participatory methods with the goal of empowering the target group who become active within their local community for a sustainable future.

Through COMSA, for the first time migrant youth will get the chance to learn about and experience not only the ecological dimension of ESD as in past projects, but also the economic, social, institutional and cultural dimensions that are reflected in the ten training modules.

The participatory approach of ESD is included in the project because migrant youth is not only taught about and trained in ESD, but also empowered to become active within concrete, hands-on awareness campaigns within their local communities, activities which they can design and implement themselves with the support of the project team. Furthermore, they will experience participation as learners within a European learning space, where they can meet online with other migrant youth from other European member states. Migrant youth will experience concrete empowerment and gain experience as well as self-confidence through these by concrete, self-designed and self-implemented ESD measures and knowledge exchange.

COMSA is built upon the experience and the methods created by past ESD projects, such as OPEDUCA and Sustainicum, but the outcomes of these projects are used in innovative new ways for the specific target group of youth migrants with their specific needs and complemented with an intercultural-transdisciplinary approach. To implement COMSA, the existing structures of lifelong learning and adult education are used for empowering migrant youth, while at the same time, adult education institutions experience working with the specific group on ESD with these learners on an equal basis.

COMSA has a focus on knowledge exchange and not knowledge transfer, meaning that the existing experience, know-how and information of all participating individuals and organisations are taken into account and seen as a worthwhile contribution from which everybody can learn. For the first time, this marginalized group has the chance to experience being among the experts, while sharing and implementing the knowledge gained and discovered.

OMSA brings together the EU’s Europe 2020 goals of creating smart, sustainable and inclusive growth in one new project, by educating, training and empowering migrant youth to become active in sustainable development within their local communities, supporting their social, cultural and economic inclusion, as well as training and preparing adult education institutions to work with the specific target group of migrant youth multipliers on a holistic approach to sustainable development.

As has been established, COMSA is an innovative flagship project because it provides ESD for a specific, marginalized and, so far, neglected youth group, brings together stakeholders who have, so far, not been working together and broadens their experience and know-how. By doing all that, COMSA builds upon existing project experience in ESD and develops it further, while using existing, well-established

structures of lifelong learning to implement its new concepts within a new target group.

However, when implementing COMSA, the consortium also faces the challenge of remaining self-critical throughout the project, to avoid stereotyping based on the assumption of different cultures or an understanding of intercultural dialogue which promotes essentialism instead of a constructive reflection of diversity (Sprung 2004). Moreover, the project consortiums must fulfil their obligation to provide needs-orientated learning and training opportunities for the target group and foster their active and self-determined participation opportunities throughout the project.

Additionally, the funding of the project remains a challenge, since the structure of the EU funding scheme does not concretely fit the project idea. Whereas there are specific funding opportunities dealing with migration, flight and integration (such as the Asylum, Migration and Integration Fund (AMIF)) and specific funding opportunities for youth and adult learning (such as the Erasmus+ programme), funding for an intersectional theme and target group has not yet been identified.

Nevertheless, the RCE Graz-Styria and its partners aim to start addressing the issue of including the target group of migrants, as well as the topic of migration as a whole in the scientific and societal discourse on ESD to show that growing numbers of migration movements in a globalised world cannot be ignored when working for a sustainable future. If the issue is not addressed, the obligation to foster a form of development that meets the needs of present and future generations cannot be achieved.

» COMSA is an innovative flagship project because it provides ESD for a specific, marginalized and, so far, neglected youth group, brings together stakeholders who have, so far, not been working together and broadens their experience and know-how. «

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AURORA NONA

Born in 1996 in Berat, Albania, lives in Athens, Greece.

22 October 2016

On the 7th of May 2003 I turned 7. It was the day when I had to say good-bye to everything. Me, my family and three other people I didn't know got into a bus and began our long journey to Greece. Two days after, we arrived in Rhodes, where we rented a small apartment near the hospital, an apartment without electricity or water, that smelled of mould. At night I could feel the rats crawling over my feet. I told my mother but she used to pat me on the head and tell me that it's just my imagination and that I should go to sleep. After we changed 5 apartments, which were all in a very bad condition, my father finally found a job. That's when I started going to the elementary school in my neighbourhood. Before I began my classes, my parents had another Albanian girl teach me some Greek, though without a lot of success.

The first time I went to class, I felt very awkward. Everybody was looking at me in a weird, curious way. For most of the year, I didn't have any friends. Some girls were spreading rumors about me, so many of my classmates didn't want to have anything to do with me. My best experience of that year was one of my teachers. She used to communicate with me in sign language, asking me questions about our customs in Albania; she was very friendly.

In the second year of elementary, I started being a bit more fluent in Greek, so the kids were more prone to talk to me and become friends, and the teachers treated me less and less like I was different. Two boys in my class, though, were really mean to me, telling me things like "When Albanians are hungry, they eat cockroaches", and calling me dirty, just because I was Albanian. They behaved even worse to another classmate of mine, who came from Georgia; they even beat him up one time. The teachers didn't pay much attention, besides telling them to stop, which, of course, didn't have much effect.

The third year was the best year for me. We had a lovely teacher, whom we called Miss Stamatia. I am still very thankful to her, because I think she helped me a lot psychologically and often talked to me personally. She always told me that her philosophy was that everything, even objects has a soul and that everybody hurts, so we should never treat anybody badly, but with care and respect. In class, she changed the arrangement of the desks from parallel to circular. Each circle of desks had 6 students, and we formed small teams and talked more to each other. That's when I stopped sitting alone, and I got to know my classmates better, because we became a team. I started making more and more friends, and everybody was friendly towards me. One time I went to the teachers' office, and I heard one of my

teachers tell the principal, "Look how the Albanian kids manage to speak better Greek than the Greeks". I felt very proud and encouraged.

It the fifth year, where I had already found good friends, the school decided to split our class in two, and unfortunately my friends were in the other half, so I pretty much lost them. A girl from my class started spreading rumors about me, that I don't shower and that I have fleas, which wasn't true. In sixth grade the teachers made me hold the Greek flag for the parade on the Greek national holiday. That caused a huge uproar in my school, and everybody was complaining that an Albanian shouldn't be holding the Greek flag. I think they were jealous.

When I made it to middle school, things were much calmer, except for one time when some kids went outside my house and threatened my father. They told him he was a dirty Albanian and that he should go back to his country. One night they broke his motorbike. In school everything was going fine, and I was treated like everybody else.

In high school I went through a difficult personal phase. I became depressed and gained a lot of weight. I was in a class where I had only one good friend, also Albanian, and people behaved a bit awkwardly towards us, because we always sat apart and did not talk much to the others. The teachers didn't really care. Though, in second year, we had a professor who told the class that she couldn't work with people who weren't attending private lessons, and split the class into two: on one side were the students who had private lessons and on the other, the ones who didn't. My parents were not able to pay for private lessons, so I was with them. The professor never even looked at us; we were almost invisible. In our final year I didn't really attend classes, since I had other plans, and I was already working in a hotel, so I didn't really have much time. Now I am doing my training in flight attendant school, and I have stable and very good friends. In the end, everything turned out fine.

SAJJAD AHMADI

Unaccompanied minor, accommodated in Student hall of residence, Postojna, Slovenia

28. september 2016

My name is Sajjad. I come from Afghanistan. I am 15 years old. My parents live with my two older sisters in Iran. One sister married recently; the other had her birthday three days ago. My father is a shoemaker, my mom is a housewife.

I finished 8th grade in Iran.

I left home together with my uncle and my aunt's family. I went from Mashad to Tehran. And then towards Turkey. We were caught three times by the police on our way. Only our fourth attempt was successful. I stayed in Istanbul for 5 days. From there, we took a boat to Greece. The journey was terrible and exhausting. I stayed in Greece for one week. We went to Macedonia from Athens. We waited for the train in a large group on the Macedonian border. We then continued to Serbia, then Croatia and through Slovenia to Austria. I was rejected in Austria. Luckily, they accepted my uncle and aunt with her family.

I was first sent to the asylum center in Postojna, where I stayed one week. This was the first time I cried on the way because I had lost my family (uncle, aunt). I regretted for the first time that I had come to Europe. I used this week to think about what I wanted to do with my life. I decided it was better to stay in Europe instead of going back home to Iran. I was then transferred to the asylum center in Ljubljana. And from there to the emergency center in Lesce. The first week was really difficult. I was surrounded by different cultures for the first time, I saw for the first time food I did not know. I was very scared. I went to school after one month. It was a bit easier because I speak English well. I then stayed at the emergency center in Radovljica for one month. When I learned that I would be sent to the center in Postojna, I became nervous because I had got used to the emergency center.

Now that I am here, I am well.

We were processed ok. The people who worked with us were really friendly. I learned a lot from them. They were my family. I did not experience any bad sides because I behaved well and stayed out of trouble, unlike many others.

I now live in a high school dormitory in Postojna in a group with 13 other minor refugees without any accompanying person. I share a room with a boy from Syria.

I talk to my family every day.

I feel great in school. I do have some problems with communication; however, we all make an effort to understand each other in the end. It is great that we are surrounded by teachers and other workers who help me with studying. I receive additional teaching assistance.

Schools in Iran and in Slovenia are very different. In Iran, corporal punishment is permitted in school; however, not in Slovenia. We were nervous many times at school because we did not know if we would be beaten. There is no such thing in Slovenia. Everyone is friendly here, both teachers and students. However, it is also true of Slovenia that it has good and bad people. In addition, we did not have subjects such as music etc. in Iran.

I would like to live in Slovenia in the future. I hope to finish school and perhaps become a doctor. I hope I will succeed in life. I also hope that my younger sister will make it to Europe. I also wish that my parents could visit me and that I could visit them without any problem.

I am convinced that Europe is a place that knows no difference regarding skin color, religion, culture etc. Europe is more interested in how good and smart you are. This is why I like it here. Things are completely different in Iran. They look down on us in Iran, just like the Afghans. We were treated as nothing there. I did not have any motivation there. However, I have plenty of it here.

REFUGEES FROM SYRIA

The Beqaa Valley

The slope of Anti-Lebanon at the Lebanon-Syrian border is bare and empty. On the other side of the snow-covered edge, shining in the sun, is war. A group of people, mostly Syrians, is waiting for document control at the border-crossing office. They are traveling home. The officials are scowling.

An enormous red plastic race car lies in the half-open boot of a dusty Toyota. It carries the joy of a Syrian child still living in his devastated homeland. The guard beckons and the driver navigates between rolls of barbed wire onto the highway. Sixty km down the road, he will be in Damascus.

Chtaura 10 km away, at the school center of the MAPs (Multi Aid Programs) non-governmental organization,

an informal school in which children are taught in line with a combined Syrian-Lebanese curriculum, teachers and students, all refugees from Syria, are waiting for me. Returning to Syria is not possible for them.

They show me their classrooms, the sewing and visual arts workshop ... a disused car engine, an improvised laboratory and various models from the physics, chemistry, electrotechnology and biology courses--these are all made almost exclusively of packaging and waste materials. This proves that no colorful course books, nor interactive blackboards, nor sophisticated models of the universe or atoms are necessary for demonstrating and teaching applied science.

Fifteen-year-old **Omar** shows me his hydraulic invention with pride. His technical knowledge is considerably above mine.

»I want to become an architect,« he says. »And I want to go back to Syria.«

French is the main challenge for him at school because he has never learned it before. He complains a little bit about the teachers because some of them yell, which makes him feel bad. In his spare time he studies and plays on a laptop - he studies automobile models and is also interested in their functioning and the new models of car.

»I study everything that could help me with innovations,« I am told by **Omar**, who was kidnapped a few months ago. Armed men jumped from a Land Rover and took 6 children prisoner. They beat them up and held them for hours; in spite of the report, the secret service did not intervene. In the end, the parents intervened and negotiated their release.

Omar's family comprises four sisters and two brothers. The father was a truck driver, but he no longer has a job. The brother is a mechanic and works in a nearby village; the whole family depends on his earnings.

Rahaf, 16 years, narrates:

»I go to grade 11, we follow the Syrian curriculum. I have been here three-and-a-half years, my parents and six children. We want to return home.

I want to become a doctor. I do not want to be a general physician but a top surgeon. I do not know if I can achieve that in Lebanon because of money and administrative problems. But perhaps I will be able to practice my profession at home. I also want to study in Syria.«

Rahaf was a member of the robot team described in the introduction of this book. She could not come with the team because she is in Lebanon illegally.

17-year-old **Ahmad** goes to school and works every day. »For a living,« he says. »I sell cheese and dairy products. My dream is to go to Europe. To Germany. I want to study. Technology, innovation.«

Ahmad's mother went to Germany one year ago. Ahmad and three older sisters live in a camp and wait for their mother to get a residence permit and thus a chance that at least her son can join her. »Father has passed away. Mother worked very hard so that she could make the dreams of her children come true. My only wish is that we could meet again,« says **Ahmad**.

What does knowledge mean to you, I ask him. »Knowledge? It means that you love something or someone. And that you are loved. Knowledge is love.«

Salha was also a member of the robot team and could not go to the US. Her learning is based on the Syrian curriculum. She is finishing grade 12 and preparing for Syrian high school final exams, an opportunity which the coalition government has made possible. However, the problem is that her education in Lebanon has not been »nostrified« (certified for equivalence) and will not be recognized. This is why she wants to go to Europe. Her brother has been living there for seven years.

»He is currently learning German, so that he can study Business Administration at university. He lives with one of his Syrian friends,« says **Salha**.

The tears in the eyes of the 16-year-old **Hola** are not because she could not go to the competition in America but because of the thought of home.

»I want to work in information technology. I have new friends here. But I am dreaming of going back to Syria. I miss home. I miss Syria,« she says with hesitation.

She does not know whether such a return will be possible. All her relatives are in Lebanon; no one is abroad. She does not know what is happening at home because she cannot communicate with her friends, not even through Facebook or by phone.

Aya has a residence permit because her mother is Lebanese. However, this does not confer any schooling benefits for the 18-year-old, who has

already passed the high school final exams because they were obtained in the Syrian program. »If I enrolled in a Lebanese school, I would be downgraded by two years because of a different study program. The main problem is that we do not have the money to pay high tuition fees. I will retake the high school final exam in Syria,« she says.

One of her sisters is in Damascus, another in Turkey; her brother is in Holland, waiting for a residence permit. Her parents want to send her to Europe to complete her studies.

»I want to study interior design. But I never thought about leaving home; I want to return to Syria. We had two houses, but we cannot reach them. I will return for good as soon as the situation improves,« says the self-confident **Aya**.

Rujin, 17, has a high school graduation problem similar to that of **Aya** and wants to return home. »Until then, I would like to go to Germany, to my brother, who has been there four years. I want to study surgery. But I don't want to stay there; I want to return home,« she reiterates one more time.

I ask whether anyone wants to stay in Lebanon. They immediately and unanimously say no.

»We feel very much rejected. If we had gone to Europe or somewhere else, it would have been better. In Europe, you are treated as a human being, in a humane way, not in terms of your ethnicity. In Lebanon, however, we feel segregated the whole time; they point fingers at us, saying that we are Syrians, refugees.«

»My mother has established close ties with a German lady and tells me that Germans are very nice and friendly. No one argues,« says **Ahmad**.

If you go abroad, are you prepared for to integrate?

»We are. However, we will never give up our culture and tradition.«

Ahmad adds: »If you have your religion, if you really believe in something, no one in this world can make you change your beliefs.«

The question about their message for European politicians triggers a lively debate.

»Our main message is that politicians should solve the Syrian problem. We do not want any other help; we do not need any other support; we don't even have to go to Europe; just solve the problem so that people can go home and build a new Syria. Five years ... and massacres are still happening. Children are dying every day. Europeans must solve the problem today and tomorrow. Instead of taking in a large number of refugees, simply solve the problem and they will go home. It's as simple as that.«

Is Europe responsible for this situation?

They do not know. »We do not know what is right, which are the sides, who is guilty or not; everyone supports you on the declarative level, and that's it. We only hear about numerous resolutions; however, there is no action that could change anything. We also do not believe in conferences. The longer we wait, the more damage there is. We do not know whom to trust. We are afraid, and we see no light at the end of the tunnel.«

I ask them if they consider European children spoilt and what message they have for them.

They smile a little bit. »We, too, were spoilt - until this war. We lacked nothing. We had everything in Syria; we were happy. Why did the war break out? Why?«

»We do not have a message for the children, they tell me. If their fathers are helpless, what should be our message for the children? We have had a difficult time and experienced terrible things--war, life in a camp--we cannot send a message that children in Europe would understand. Their fathers are the ones who should understand this.«

What keeps you going?

»We want to finish school. We can contribute a lot to society. As long as we have power, we will not give up. »My religion is with god, I cannot believe in anything else, I can no longer believe in people,« concludes **Ahmad**.

Al-Mar, Al-Hamdaneayah camp, informal schools of NGO MAPs, HOPE program

The camp has 110 tents or shelters, home to 225 families. They are paying 75 dollars to the owner to occupy a tent--and 135 if they have a trailer or a container that they have buy themselves. A tent costs 700-1000 dollars, a trailer at least 3000 dollars. Electricity costs 30 dollars a month; they buy water.

Two hundred and twenty students attend school in five containers, in two shifts. 150 first- and second-year students are at school in the morning, the other 70 in the afternoon. Their 12 teachers encounter many problems: from administrative (some teachers are yet to graduate; employment contracts etc.), to operational (no projectors, printers, books or equipment; the containers leak and are cold in the winter).

The Math teacher, for example, travels to Beirut to the American University, where he is studying to teach early learners. He risks getting caught at the road control point because he does not have valid residence papers.

The school community are doing their best to recognize the plight of the children and offer psychological help. Some children are aggressive because of trauma; others isolate themselves. They have had a tragic case of a 10-year-old boy who committed suicide.

About half of their children attend (mostly after grade 6) the Lebanese public school. Their problems include unfamiliar course descriptions and English. Only a handful get a place in Lebanese morning classes; the majority go to school between 2 and 7 pm

in classes that exclusively comprise refugees. »The problem is in the fatigue of the teachers, who struggle to find the will and motivation for afternoon refugee classes.« I am told at the camp

Abd ar-Rahman Kabouch is a 12-year-old attending grade 6. He is very talkative, self-confident and an unbelievably determined boy. The teachers tell me that he is a real *»fighter for justice«*. He has been in the camp for three years. He is from Daraya, a rural part of Damascus. The five-strong family was internally displaced; now they are happy to be together. The father is a stonecutter. Their relatives are in the EU.

He is sitting next to me. Excited, he tells me the following in a flood of Arabic:

»My brother attends a Lebanese school in the morning program, where he is unhappy even though he likes school. He tells me that the school is suffering from a lack of control. It is tolerated that the Lebanese children harass Syrian children, and they often fight after school. I myself had problems in the Lebanese school previously; I had problems with the teachers, who did not give us good grades and could never be pleased. The teachers did not want to repeat the explanation to us refugees, even if you asked them. They allowed the children to play with garbage; the place looks more like a gas station than a school.

Here, in the Syrian school, teachers respect us; there is no cheating, they are fair. I want to become an English teacher, so that I can teach other children who have no education. In Lebanon, everyone speaks English.

I like school very much; however, I will tell all the children not to attend the morning Lebanese school.

We lived in a tent for two years; now we live in a little house (a container). It is not much better in the house because it leaked in the winter. The owner promised that he would insulate the house; however, he did not do that. Some Lebanese are really not good people.«

AlNahriah, AlMais camp

Louise's family is educated and civilized. They meet me in their two-room tent, tidy and clean, and insulated by UNHCR a few months ago.

»It worked in the winter, we have not yet tried it out in the summer,« the father tells us with some satisfaction.

They have been here 2 years and 4 months, with three out of five children, the grandmother and the grandfather. They had to leave Al-Qusayr, their home. They were internally displaced in Syria, after which they legally arrived from Damascus with the car that they sold in Lebanon recently. The wife had a shop, and the husband worked in the chemical industry.

The owner offered them land for free; they pay 30-40 dollars for electricity. They are registered with the UNHCR; however, they have only received food in a basket twice and firewood three times. They do not get food coupons, even though they have been promised these. They do not know why.

The older daughter is finishing her studies in Syria; the younger attends school in Lebanon. One of the three sons is in Germany, which he reached through Turkey. The youngest boy, Omar, has serious eye problems.

The son in Germany asked the Doctors Without Borders for help; however, they wanted all the boy's medical documents. But Louise's family did not have these because they do not have money for medical examinations--let alone money for the treatment. The family would go to Germany; however, the son is too young to request family reunification.

The UNHCR promised the family in February that they would leave for Canada in 20 days, and now they are waiting. They are not keen to disperse around the world; however, they accepted the chance to leave and try to save Omar's eyes.

The only one working in the family is the oldest son. He finished high school according to the Syrian plan that is not accredited in Lebanon. He has applied for a scholarship in Canada; however, he was turned down. He now works at a computer-technical service shop, from 8 till 8, which pays him 300 dollars a month. He pays 80 dollars from that for transportation; the rest he uses to support the family. He is the only member of the family with a residence permit, because he has a *»sponsor,«* a Lebanese man who vouches for him.

»Do you know what I regret the most?« That the children cannot get the education they deserve,«

I am told by the embittered mother at departure

QUANDARIES OF THE SYSTEM

When refugees come from Syria, they can be put up in a hotel legally for up to five days; if they do not sort out their documents, they become illegal.

They can obtain a temporary residence permit; however, every Syrian must find a guarantor from Lebanon (who guarantees that he will care for his health and exemplary life and behavior). The permit is valid for 6 months or 1 year. Guarantors usually state that the refugees work for them as farmers, gardeners or drivers; this status prevents the refugee from working in his real profession.

A residence permit costs 200 dollars per person, which represents an unimaginable cost for a whole family (in particular, because it has to be paid up for previously unpaid years).

The Lebanese government cannot provide enough opportunities for refugee children to develop their abilities. Public schools cannot accept a large number of refugees; private schools are too expensive. If students are caught working illegally, they are expelled from the country. If they do not work, they cannot study because they do not have the financial means.

Students must have residence documents in order to enroll in university; in order to get residence, they should be enrolled in university.

Syrian teachers in Lebanon are currently hired through voluntary contracts, which is not entirely legal.

Refugee children can attend public school after residing in the country for three years, mostly in the special afternoon program. They have problems if they do not have the school-leaving exam: for a long time, they were not even allowed to take exams. They have now been allowed to do that since March 2016; however, they only get the school-leaving certificate after they have submitted documents from Syria.

REFUGEES FROM PALESTINE

Sidon, Lebanon,

Palestinian Vocational Learning Centre Sibling

Samer Serhan is the young, active director of the Sibling Centre, which at two locations provides education for 1300 Palestinian refugees aged 14 to 22 years, including those who have fled into Lebanon from Syria. Tuition is free of charge, while accommodation costs USD 50 per month.

»We provide quality education, cooperate with NGOs, ministries and employees. We have qualified staff, almost all Palestinian refugees. We are striving to establish a centre of excellence and innovation; we wish entrepreneurs to come to us to find and recruit our students,« says the school's principal.

The curriculum is the same as in Lebanon: children learn English and study for a wide range of professions – from hairdresser and beautician, to car mechanic, etc.

»We have good curricula and modern tools, although slightly less so in the digital field. In general, we enjoy a very good reputation at both local and regional levels; our students get a lot of practice, but the problem is that there is no labour market for Palestinians in Lebanon. After leaving school, the majority of the students do not have sufficient start-up resources for self-employment and thus remain unemployed. Owing to their refugee status and social circumstances, Palestinians are still discriminated against and officially disqualified from working in over 30 professions, including doctors or engineers,« points out **Samer Serhan**, thus putting a seemingly perfect solution to the problem of education and integration of Palestinian refugees in Lebanon into a quite different perspective.

He sees new educational opportunities for his students in the establishment of exchange programmes between the Sibling Centre and vocational training centres in EU countries.

In Lebanon, there are approximately 450,000 registered Palestinian refugees, of which 40,000 are Palestinian refugees from Syria. All Palestinians are still treated as refugees, even if they have been living in Lebanon for two or three generations. They have no nationality, no passport.

In Lebanon, there are 12 official Palestinian camps and over 40 settlements i.e. unofficial camps, as well as 69 Palestinian schools with 38,000 students. These operate under the auspices of UNRWA and the donors.

Palestinian refugees from Syria can enrol in Palestinian schools, which gives them a significant educational advantage over the »normal« Syrian refugees. Still, they have great difficulty in the labour market, where they are discriminated against in many professions.

Beirut, Palestinian secondary school Galille near the Shatila refugee camp

The schoolyard is full of children in blue uniforms, since I have arrived at the school with over 700 children from grade 6 to 12 in the middle of their break. When the teacher sounds a large bell on the staircase to announce that lessons are starting, students flood into classes like a river. **Bayan, Mona, Anwar** and **Yehya** stay with me.

Bayan attends 7th grade. She is a very lively girl, open and self-confident, with inquisitive eyes. **Souad Sreij**, the school's principal for grades 6 - 9, says she is the best student in class.

»I'm a native Palestinian from Syria. I now live in Lebanon, but we want to go to Germany to visit my father who has been there for a year. We speak to him every day by phone. He feels fine there, he feels free. I'm very excited about this journey and about seeing my father after one year. I'll go with my mom and two sisters. I don't know yet when we'll go. My older sister is not in school, the younger is in 2nd grade. The older one wants to learn English, she is 16 and finds English difficult. I don't find it difficult,« says **Bayan** in English.

»Our message for the European children is that we need to learn from each other. We need to share our cultures. We need to learn about each other's traditions.«

»This is my fourth year here in Lebanon. When we came here, I went into 4th grade. I was scared at first, but I was well received at school. I now feel better than in my previous school (the Ramallah school in the Shatila camp). In Syria, I went to school for three years, but I like it better here. I don't have my friends any more; I don't hear from them; we have no contact. In Syria, we lived in the Yarmouk refugee camp. It was hard. I now live in peace in the Shatila camp. School's been easy for me so far. I like math and English; I don't always understand everything in physics, but I ask the teacher and she explains. I'd like to become an engineer. I'd like to study in Germany. I need to learn German.«

Mona Kassim from the 8th grade is silent, more introverted. She came to Lebanon with her family two years ago from the Syrian camp in Yarmouk. »It's my first year in this school; we used to live in Sidon. I have two brothers and one sister, and we live in the Shatila camp. It was hard to move to a different environment, but I got used to it. Here, I feel good. I like school, it's not very difficult,« she says shyly, while the principal tells me she is one of the best students.

»I loved the school back in Syria. I had friends there, but we're not in touch anymore. I have new friends now. I'd like to become a doctor, and I don't want to stay in Lebanon. I would like to travel.«

Her family is getting ready to leave for the Netherlands. She has an aunt there, a refugee who has lived in Europe for two years, studying.

She has had a positive experience; she is very satisfied and tells her relatives a lot about her stay.

»Many children leave in the middle of the year, leaving mainly for Europe, primarily Germany. They enter illegally into Turkey and then into Greece. Or legally in Sudan, then across Libya, buy a boat for Italy and reach Germany by train, where they hope for a 5-year residence permit. They pay 3000 to 5000 dollars per person for the illegal journey; those who travel the legal, safe way, pay 15000,« says the principal of the secondary school (grade 10 to 12) **Hasan Yaher**.

Anwar al-Saadi is finishing 8th grade. He will surely be a leader someday, says the principal. He has temperament, a strong personality and charisma. Everyone obeys him.

»I've been here for three years; we came from the Yarmouk camp. We are four boys and four girls in our family – from two mothers. My mom is with us, Dad is still in Syria; we talk to him sometimes by phone. He's safe. One brother is in Italy. Maybe Dad will come to Lebanon, too, I don't know. We wish to go to Sweden, we have relatives there, uncles. They left before the war, eight years ago. But we'll return home to Syria when the war is over,« he says.

»I like school, all the subjects – especially sports. I'd like to study to be a lawyer. It's a good profession. You have to be smart for that,« **Anwar** laughs.

Yehya Dawoud, also in 8th grade, has been in Lebanon since the beginning of the war. He has two sisters: one is studying to become a teacher, the other one studies law. He's been to many schools. He finished 4th grade in Syria, 5th grade in a private school, then he attended the Ramallah school in the Shatila camp, and now he is here.

»Galilee is the best school. I have a lot of friends; I feel that my nature has changed. I've learned that learning is important, that education gives me a future. I'd like to become a flight engineer,« he sounds mature.

Are European children different from Arab children? I ask my young interlocutors.

»Depending on the rules and laws in the country. In Europe, children more easily fulfil their needs and wishes; here, it's different, more difficult. We need rights to fulfil our needs. We have the right to study and play, but no other rights,« **Anwar** rushes to respond.

And what is the most important right?

»The right to study, but it's difficult to get into university. Education costs money – not everyone has a scholarship or the opportunity to get one. The Lebanon International University and the American University in Beirut give us such opportunities,« explains **Anwar**.

Are you afraid of what it will be like when you get to Europe?

»We have come from Syria to Lebanon and found new friends, adapted, and even in Europe we will do our best to meet new people and make friends,«

explains **Bayan** with passion. »We will tell children in Europe about our experiences. About our, Palestinian culture,« adds **Mona**.

Will you go back to Syria when the war is over?

Bayan: »When I graduate, I'd like to go to Palestine, not Syria. I want to see the places where I come from.«

»And I'd like to return to Syria and teach children about Europe. Even if I only stay in Lebanon, I could tell a lot about my experience, how I learned and overcame all the problems,« says **Mona**.

What, in addition to language, was most difficult in the new school?

Mona says that she feared the curriculum which is not the same as in Syria. »But I worked hard and now I'm doing very well,« she modestly asserts.

Bayan explains that, after coming here from Syria, it was very difficult to integrate into school, as refugees from Syria faced many administrative barriers. »We couldn't enrol because the Ministry was giving us problems. But we overcame them with the help of our parents and teachers, and we're now regularly enrolled and feel no differences in school. We're OK,« **Bayan** states.

Syrian and Lebanese Palestinians study together, in the same classes. The only problem is language; when Syrian Palestinians overcome this issue, they perform equally well in school, perhaps even better, the teachers say. At school, all students are entitled to learning assistance, a psychosocial programme, a language programme and education on human rights. »If they finish secondary school, Palestinians have the chance to obtain a grant, even from the EU. There are many success stories. They are still underprivileged, but less than Palestinian children from vocational schools,« explains the school principal **Hasan Yaher**.

He also points out that Syrian families strongly preserve the traditional family concept, care for their children very much and are well aware of the importance of education. »There are 25 Syrian Palestinians at our school, and all their parents came to the parent-teacher meeting, while of 700 Lebanese Palestinian children, only a handful of parents attended ... Syrian parents give teachers room for raising children,« adds **Yaher**.

»Syrian children are very persistent. I can tell you about a girl who has recently arrived from Syria. It is her first year of school in Lebanon, but she will still make the final exam in 9th grade,« says the principal **Souada Sreij**.

»Teachers, too, do their best to motivate students, even those less successful ones, to convince them that they must pass the exams to get a certificate. So even if they go abroad, they will have an education; otherwise, they will have nothing. If you work on yourself, you make it,« she says with determination.

Success also depends on the parents, and work with them is important, the two principals emphasize. The parents of some Syrian Palestinians, especially from the villages, are not educated and can neither read nor

write. This can be a problem, and that is why some camps provide adult education as well.

Why do you think education is important? I ask the girls.

»Because we care about our future; we want it to be as good as possible. We want to be an educated generation.«

And where do the young men see themselves in the future?

»Since I'm a refugee, I can't work in Lebanon,« says **Yehya**. He thinks he must emigrate, but not to Syria but away from the Middle East: the situation in this region terrifies him.

Do you think that in Europe it will be easier? I ask him.

»Yes, it's easier there; there, we're not only refugees. It's a different way of thinking. In Arab countries, they see you only as a refugee, but when you go elsewhere, in Europe, the US, they see you as a person who wishes to work, to study, so they are more open,« **Yehya** replies.

I say nothing.

Anwar tells me that he is frustrated by the idea that they will not be able to return to Syria. If possible, he would like to go back.

»At home, we can make our dreams come true. If it is open to us, we might even go to Palestine. I don't know; maybe we need to wait for a new *Saladin*¹,« **Anwar** concludes.

The Syrian system of informal education and the Palestinian schools in Lebanon are presented here as examples of coping with the refugee issue and education practices in a country with an outstanding number of refugees - nearly 2 million, which means one refugee for every two inhabitants. For this reason, true integration is rare or even impossible. The chances are better for Palestinian refugees, from both Lebanon and Syria.

In the event of an increased number of migrants and/or refugees in the future, certain educational practices - such as training a country's own teachers - may also become topical in Europe, especially considering that the large majority of refugees wish to return home. For the country's reconstruction, Syria, but also other countries from its turbulent surroundings, will need skilled and educated people. In such regard, we in Europe must be aware that we are not educating the newcomers only for ourselves and for our own benefit, but for a better world. If we try to give proper, humane care to each one of them, their gratitude will far exceed the input. I believe that everyone, if only they went on-site among these migrant and refugee children and allowed themselves a personal experience rather than watching TV reports, would realise that differences in language, skin colour and religion are totally irrelevant. The only thing and all that matters is a humane attitude.

¹ Salahuddin al-Ayyubi (1138-1193), known in the West as Saladin, was a Muslim army leader who freed Jerusalem and other parts of Palestine after 88 years of rule by the Crusaders. Saladin pardoned the defeated Crusaders and allowed them to walk away freely. In Europe, his attributes – mercy, chivalry and great military power – arouse sympathy and respect. (Source: Wikipedia)

